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ABSTRACT

Major objectives of this planning study were (1) to determine public opinion as related to the need for a "multi-county" educational service unit and (2) to determine public opinion on selected school functions as they are presently organized in Region II, West Virginia. The 3 phases of the study consisted of development of the questionnaire by West Virginia University, the administration of the questionnaire to a random sample of Region II adult citizens, and the interpretation of data received through the use of professional opinions and statistical methods. Of the 3,200 questionnaires distributed, 60% were returned for analysis. Based upon completed returns, it was concluded that there appears to be supportive evidence for a proposal to establish regional administrative units in the state school system of West Virginia. The document contains 58 tables, 1 figure, and 5 appendices. (AL)

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A PUBLIC OPINION SURVEY ON EDUCATIONAL PLANNING

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PREFACE

This study was funded through the Elementary and Secondary Act, 1965, Title V, Section 503, Flo-through funds granted to Region II, West Virginia, by the West Virginia State Department of Education.

The successful completion of a study of this nature requires the effort and support of many people. The authors wish to specifically identify and extend their appreciation to such agencies and persons.

The authors are indebted to the West Virginia State Department of Education for their confidence and assistance throughout the study. Most especially, the efforts given by L. K. Lovenstein, D. D. Harrah, and E. Berty in the planning and operationalizing of the study.

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Finally, we wish to extend a thank you to the hundreds of pupils, citizens, and teachers in Region II for their cooperation in completing the study.

The Project Team for this study included: H. Shah (Computer Programmer and Statistician), J. O. Gillespie (Assistant Project Coordinator), H. Wotkiewicz (Supervisor of Data Processing), D. A. Puzzuoli (Project Coordinator), and Mrs. Donna Isner (Secretary).

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March, 1970

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AN OVERVIEW OF THE STUDY

Introduction

One of the more difficult and complex problems facing American society is that of providing quality comprehensive educational programs and equality of educational opportunities for all children in the society. The consequences of inadequate and inappropriate education are beginning to visibly affect all aspects of national life -- social, cultural, moral, economic, and political -- as well as denying countless thousands of children the opportunity to live rich and full lives.

Educators and citizens with many diverse areas of interests and backgrounds are re-examining the structure,functions, and goals of our educational system. It is becoming increasingly apparent that excellence, effectiveness, efficiency, and accountability in providing needed quality educational programs are dependent upon the existence of an administrative structure which functions to create and maintain these characteristics.

There appears to be a need to re-examine the organization of educational systems in order to determine the adequacy, accountability, effectiveness, and efficiency of these systems in providing quality services to children. It is time for educators, citizens, legislators, local school districts, and state departments of education to combine their efforts and cooperatively implement an educational structure which will provide full educational opportunities for all children with the greatest efficiency in operation and economy of resources. In addition, the resource base must be broadened in order to provide the professional expertise necessary to implement

contemporary educational programs.

Most states have given serious thought and have shown a great deal of interest and effort in reorganizing their respective educational systems. As yet, however, much of their efforts have been centered about reorganizing small inefficient local school districts into larger school districts.

West Virginia lead the nation in reorganization when, in 1933 under the compelling concept of equality for all, the State Legislature combined all local school districts into the County Unit System. Currently, several states are showing progress in adopting or examining another type of local school district structure -- the intermediate or regional unit.

The Intermediate Unit

The type of educational functions the intermediate unit serves are as varied as the many different names which have been given to the educational structure. Names, such as, the Multi-County Educational Services Agency, the Cooperative Educational Service Agency, and others have been used in referring to the intermediate unit. Though the educational service, function, and name may vary among the states implementing such a structure, the definition given by the National Commission on the Intermediate Administrative Unit still provides the basic philosophy and/or mission of the intermediate unit. The Commission conceptualized the intermediate unit as:

> an organization within the legally established structure of school administration which includes the territory of two or more basic administrative units. It serve as the intermediary between the State Department of Education and the quasi-corporate units having immediate responsibility for maintaining schools. It may have a

> board or officer, or both, responsible for performing stipulated services for the basic administrative units and for exerting leadership in their fiscal, administrative, and educational functions. Through leadership and services the intermediate unit promotes and strengthens local districts and the state education department in finding and meeting more effectively the educational needs of children and communities by performing functions which can best be administered by an intermediate type of organization.[1]

West Virginia educators are examining and experimenting with the intermediate unit or regional multi-county service agency as one method to strengthen and integrate the administration of schools. West Virginia, presently, has some type of educational service organization servicing each of the seven regions of the State. Basically, these units are the E. S. E. A., Title III, PACE Centers. To the distinct credit of the State Department of Education and the fifty-five county school superintendents, it has been through their own initiative that multi-county cooperation and re-examination of the educational administrative structure of the State's school system has been initiated.

This study is one of the formative and necessary steps in the process of examining the West Virginia educational administrative structure. The study was designed to determine the lay citizens' opinions towards selected concepts inherent in the intermediate unit.

Objectives of the Study

The study had two major objectives:

1. To determine public opinion as related to the "Multi-County" educational service unit,

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[1]Robert M. Isenberg, (ed.), The Community School and the Intermediate Unit (Washington, D.C.: National Education Association, 1954), p. 38.

2. To determine public opinion on selected school functions as they are presently operationalized in Region II, West Virginia.

Importance of the Study

West Virginia cannot remain static in its efforts to continually improve upon the progress which has been effected in school administration and management. The process of educating children is too important to the Nation's survival, productivity, and ability to provide a complete life for citizens to settle for recognized deficiencies and/or inadequacies in the management of schools.

West Virginia educators recognize the axiom that public schools belong to the public and the corollary that educators must continuously review public opinions. It can be observed from past experiences, in many communities and states, that public opinions must be determined in order to evaluate the public's acceptance or non-acceptance of educational administrative reorganization. Therefore, the data collected during this study becomes a real component of a projected model to improve the administrative, instructional, and ancillary services in West Virginia's public schools.

Limitation of the Study

The West Virginia State Department of Education has identified seven administrative Regions within the State. Region II encompasses the eight eastern panhandle counties of West Virginia; the counties are: Berkeley, Grant, Hampshire, Hardy, Jefferson, Mineral, Morgan, and Pendleton. This study was limited to surveying to opinions of Region II citizens during the fall of 1969.

Table I presents data related to the total population and school population of each county school system in the Region. It can be observed

TABLE I

SCHOOL AND COUNTY POPULATIONS OF THE
EIGHT COUNTIES, REGION II, W. VA.

County	Population	Pupils In Grades 1-6	Pupils In Grades 7-12	Total No. of Pupils
Berkeley	33,791	4,344	3,214	7,548
Mineral	22,354	2,752	2,503	5,255
Jefferson	18,665	2,657	2,015	4,672
Hampshire	11,705	1,349	1,157	2,506
Hardy	9,308	1,275	925	2,200
Morgan	8,376	1,137	962	2,099
Grant	8,304	1,093	966	2,059
Pendleton	8,093	887	789	1,676
TOTAL	120,596	15,484	12,531	28,015

that Region II had a total population of 120,596 citizens; Berkeley County was the most populous with 33,791 citizens and Pendleton County was the least populous with 8,093 citizens. A grand total of 28,015 pupils were enrolled in Region II schools during the academic year, 1968-69. Berkeley County had the largest total pupil population (7,548 pupils) and Pendleton County had the least total pupil population (1,696 pupils) of the eight counties. The Region contained approximately 7 per cent of West Virginia's total population and approximately 14 per cent of West Virginia's total school population.

In addition to the eight county school systems, the Region is served by the Multi-Purpose Curriculum Improvement Center, Shepherdstown, West Virginia, the Center is a Project funded under the Elementary and Secondary Education Act, 1965, Title III. The Center provides educational services

to the eight counties in Region II in accord with its stated objectives.

Procedures

It is inherent in the implementation of a model for creating change in a social system that a prerequisite for success is a knowledge of the opinions of the social organization's constituency. Data retrieved through a public opinion survey is most valuable when the educational leadership wishes to determine: (1) the responsiveness of a constituency toward change, (2) the degree of public support and/or non-support relating to a specific concept, and (3) a basis for short-range and long-range planning.

The general purpose of this study was to meet the objective of providing specific public opinion data to the West Virginia State Department of Education and educators in Region II. Specifically, this study contained the following phases:

1. To develop a questionnaire which would retrieve data relative to (i) the present opinions and attitudes of the citizens of Region II towards the schools as they presently exist and (ii) a projected model for the establishing of an intermediate and/or regional educational administrative unit,

2. To administer the questionnaire to a sample population of the citizens of Region II,

3. To interpret the data received through the use of professional opinions and statistical methods.

Development of the Questionnaire. The questionnaire was constructed by Educational Research and Field Services, West Virginia University, in cooperation with the West Virginia State Department of Education and the Curriculum Improvement Center, Shepherd College. The questionnaire was designed to retrieve specific data in relation to guidelines set by the West Virginia State Department of Education. The questionnaire (see Appendix A) consisted of three basic sub-units. The first sub-unit (Section A) of the questionnaire was designed to retrieve selected

demographic data on those citizens who participated in the study, the second sub-unit (Section B) of the questionnaire retrieved data relating to the schools of Region II as they were presently being operated, and the third sub-unit (Section C) of the questionnaire retrieved data relating to selected factors of the intermediate school unit.

Selection of Sample. A random sample of citizens in Region II was selected through a process which included the random sampling of the sixth grade pupils within the Region. Each county school superintendent in Region II was requested to provide a list of schools which contained sixth grade pupils within each of the respective counties. Communications from the county school superintendents identified 73 elementary schools in the Region which housed sixth grade pupils. From the original list of 73 elementary schools, 51 schools were selected to participate in the study through the use of a Table of Random Numbers. The 51 identified schools enrolled approximately 1,600 sixth grade pupils; these sixth grade pupils were thus identified to be used in the Distribution and Retrieval model for the questionnaire. The selected sixth grade pupils distributed the questionnaires to a sample of citizens in Region II. Each identified sixth grade pupil was given two questionnaires; the pupil was instructed to distribute one of the questionnaires to his parents and the remaining questionnaire to a neighbor in his community. The female sixth grade pupils were instructed to present the questionnaire for completion to a female neighbor and the male sixth grade pupil was instructed to present the questionnaire for completion to a male neighbor.

Table II presents a summary of the data relating the sixth grade pupils in Region II to the survey sample. It can be observed, with minor deviations, that the percentage of sixth grade pupils in each county to

TABLE II

SUMMARY OF DATA RELATING SIXTH GRADE PUPILS
TO THE SURVEY SAMPLE

County	Total Population	Per cent of total population to total population in Region II	Number of 6th grade pupils	Per cent of 6th grade pupils to total 6th grade population of Region II	No. of schools with sixth grade pupils	No. of schools used in the survey
Berkeley	33,791	28.0	642	26.1	15	12
Mineral	22,354	18.5	458	18.6	10	5
Jefferson	18,665	15.5	433	17.6	14	8
Hampshire	11,705	9.7	239	10.0	8	8
Hardy	9,308	7.7	188	7.6	9	6
Morgan	8,376	6.9	181	7.3	6	4
Grant	8,304	6.9	167	6.8	6	4
Pendleton	8,093	6.7	156	6.3	5	4
TOTAL	120,596	99.9	2,464	100.3	73	51

the Region's total approximately equals the per cent of total population in each county in terms of the Region's total population.

The hypothesis that through the random selection of sixth grade pupils one is able to generate a random selection of citizens in Region II appears to be supported by the data given in Table II. The apparent consistency of the percentage of sixth grade pupils per county with the percentage of citizens per county in the Region lends supportive proof to the hypothesis.

Distribution and Retrieval Model. The Distribution and Retrieval model implemented in the administration of the questionnaires was accomplished through the cooperation of the eight county school superintendents in Region II, the Curriculum Improvement Center, the principals and teachers in the selected schools, and the identified sixth grade pupils chosen in the sample schools. An appropriate number of questionnaires were placed in school addressed packages and distributed to each county school superintendent in the Region by members of the Curriculum Improvement Center Staff. The county school superintendents then forwarded each package to the identified-addressed schools; the principal in each school distributed a packet of questionnaires to each sixth grade teacher in the building; the sixth grade teacher distributed two questionnaires to each sixth grade pupil enrolled in the class. The pupils were instructed to deliver one questionnaire to their parents and the second questionnaire to a neighbor under the guidelines given above. After a three-day period, each pupil was requested to retrieve all completed questionnaires and return them to his sixth grade teacher. Through the in-house mailing system of each county school system in Region II, the questionnaires were delivered to the respective county school superintendent's office; the completed

questionnaires were retrieved by members of the Curriculum Improvement Center Staff and forwarded to Educational Research and Field Services, West Virginia University.

SIGNIFICANT LIMITATIONS OF WEST VIRGINIA'S EDUCATIONAL SYSTEM

When one begins to examine the function, goals, effectiveness in implementing goals, and potentiality of an educational system as large as the State of West Virginia, one must be selective in the choice of criterian variables. There is no single variable or combination of a limited number of specific variables which can be isolated to adequately evaluate any educational system. There are, however, criterian variables which, if effectively controlled and/or monitored, could significantly improve the process of educating youth.

West Virginia has fifty-five separate local school systems; each school system is identified by the political boundaries of a county. Though each county school system is directly responsible to the State Board of Education, each function, more or less, independently of each other. However, the limitations of each county school system relates directly to the educational attainment of the total state school system.

It must be recognized that factors which affect the quality of the educational standards of West Virginia are directly related to the limitations of each county school system within the State. An effect on a sub-system within a system directly effects the condition of that system.

The West Virginia State Department of Education is the single educational agency within West Virginia which is directly responsible to <u>all</u> the citizens of the State. Therefore, the Department must view the State as a whole rather than fifty-five individual, autonomous, and/or isolated entities.

As stated above, many criteria must be examined to adequately evaluate a school system; West Virginia's educational limitations appear to have

arisen from four major needs within each of the fifty-five county school systems. These four major needs are: (1) inadequate enrollment size, (2) deficiencies in educational programs, (3) need for well trained and competent professional personnel, and (4) lack of financial resources.

The four needs identified above must be considered as a whole; that is, they are interrelated and a stress on one of the needs provides a corresponding stress on the remaining needs. For example, the financial resources may be a factor in determining the quality and quantity of educational programs, and the competencies of the professional staff within a school system. However, for illustrative purposes each need will be treated separately within this discussion.

Inadequate Enrollment

It has been understood for many years, by both economists and educators, that the enrollment of a school system has a direct relationship upon the learning experiences provided children. Unless, of course, the school system is exceptionally endowed in tax resources, foundation support, and/or other financial resources available to it. The school system which has a small enrollment necessarily must curtail many of the functions which provide a comprehensive educational program for all the youth it proports to serve.

Typically, the school systems which have a small enrollment have a "small" curriculum. The curriculum is usually narrow, unimaginative, and based upon a single textbook sequence. Such functions or positions as guidance, library facilities, psychological services, health services, supervisory and management personnel, cultural and creative arts experiences, special education learning experiences for children at either end of the mental measurement continuum, and other factors present in a comprehensive educational program are absent.

In terms of economy of scale, it can be shown that needed services for a comprehensive educational program would become prohibitive in cost when implemented in a school system with a minimal enrollment. The question arises, "what constitutes an adequate enrollment in a school system in order to insure efficient, economical, and appropriate learning experiences for children?" The answer to the question has not been fully defined or agreed upon by educators. Estimates of 10,000 pupils, 30,000 pupils, and higher have been stated as desirable enrollments for a school system.

TABLE III

NUMBER AND PER CENT OF STUDENTS ENROLLED
IN WEST VIRGINIA'S COUNTY SCHOOL SYSTEMS: 1968-69

Total Enrollment	Number of Counties	Cumulative Number of Counties	Per Cent of Counties	Cumulative Per Cent of Counties
LESS THAN 1,999	7		12.7	
2,000-3,999	16	23	29.1	41.8
4,000-5,999	7	30	12.7	54.5
6,000-9,999	12	42	21.8	76.3
10,000-14,999	8	50	14.5	90.9
15,000 or more	5	55	9.1	100

Source: Ranking of the Counties, (Charleston, W.Va.: West Virginia Assoc., 1969) p. 9.

Factors such as: population density, transportation, resources, and needs of the school districts must be taken into consideration in the determination of an adequate enrollment size.

If one accepts the minimum enrollment of a school system to be 10,000 pupils, it can be observed that during the academic year 1968-69 West Virginia

had only 13 counties with more than 10,000 pupils enrolled. The mean county public school enrollment for West Virginia during 1968-69 was approximately 7,488 pupils. If one excludes the top ten county school systems in pupil enrollment, it can be observed that the remaining fourty-five counties averaged 4,658 pupils; the bottom twenty-five counties had an average of 2,468 pupils enrolled during 1968-69.

Table III presents data which indicates that 23.7 per cent of West Virginia's county school systems had over 10,000 pupils and 54.5 per cent of West Virginia's county school systems had 6,000 or less pupils enrolled. Only five counties in West Virginia had 15,000 or more pupils enrolled during the academic year 1968-69.

Deficiencies in Educational Programs

The development of educational programs and supplementary pupil services depends upon the individual needs of local school districts. In addition, such factors as pupil enrollment and human and financial resources have an effect upon the quality and availability of educational programs. The comprehensiveness of course offerings and ancillary services has been shown to be related to the size of school enrollment.

In West Virginia, many counties do not have the financial or human resources necessary to develop and implement new methods of instruction, curriculums, supplementary educational materials, and leadership in developing a contemporary school system. Thus, the learning environment experienced by the children is based very heavily upon traditional methods, programs, and techniques.

Very few county school systems in West Virginia have a comprehensive supplementary service program which is appropriate for today's education. Missing from many school systems are: elementary guidance programs, speech

therapists, school psychologists, health services, and supplementary instructional materials services. Also, many counties appear to be unable to provide learning experiences for the emotionally and physically handicapped child, or the child with specific learning disabilities, to cite but a few examples.

No where is the deficiencies in the educational programs more dramatically emphasized than in the West Virginia State Testing Program. It can be shown that the mean achievement scores of West Virginia pupils varies significantly below the national mean scores. As a point of fact, the sixth grade pupils in West Virginia, during 1968-69, achieved a mean score below the national average in each of the following areas: word meaning, paragraph meaning, spelling, language, arithmetic computation, arithmetic concepts, arithmetic applied, social studies, and science. During 1968-69 many counties in West Virginia had sixth grade classes who deviated by as much as 1.6 years below the national norm in specific sub-tests of the West Virginia State Testing Program.

The learning environments which have been shown to be detrimental in the development of our children can no longer be tolerated. West Virginians must accept the responsibility to eradicate the identified gross deficiencies in the State's educational system.

Professional Personnel

A serious limitation in many of the county school systems of West Virginia is the individual county's inability to provide needed qualified staff in specialized areas. Serious educational inequities exist in the inability of many county school systems to provide a sufficient number of highly trained, competent, professional personnel.

The personnel limitation problem may be related to: (1) the lack

of professional prestige associated with employment in certain counties within the State, (2) the inability to justify offering selected specialized services due to limited enrollment, or (3) a shortage of professional prepared personnel at the level of specialization required in many educational services.

In addition, the economy of scale principle must be considered when the employment of highly specialized personnel is to be instituted; a school population may be too limited to employ the services of highly specialized personnel in an efficient and economic manner.

Whatever the cause or causes, the inability to recruit and retain highly specialized personnel in many counties of West Virginia explicitly places a constriction upon the offerings and services of educational programs to the youth of this State.

The greatest single investment a community makes in its educational enterprise is the annual salaries paid to its professional staff. In light of this fact, communities should and must demand that the professional staff continuously upgrade itself through meaningful in-service programs. The continuing development of staff personnel should be one of the most vital concerns of local communities within the State. However, efforts made in this direction have a minimal effect in changing teacher behavior throughout the State; logically, the development of professional personnel should be a high priority item on any school budget. However, local school systems have neither the expertise nor time to implement relevant and meaningful on-going in-service programs for all professional and non-professional members of its staff.

Financial Resources

The financial resources available to a county school system is directly related to: (1) the quality and breadth of the educational program within

the system, (2) the special services the system provides its students, (3) the development and staffing of competent professional personnel, (4) the development and maintenance of an effective management system, and (5) the establishment of physical facilities necessary for a comprehensive educational program.

The financing of West Virginia's schools is based, primarily, upon local effort. The local effort is supplemented with funds allocated by the State (both within and outside a State Basic Foundation Formula); in addition, the local educational system receives supplementary finance through federal programs.

One measure of the relative ability for a community to support its educational program is its effective assessed valuation per pupil. In addition, this criterion allows one to recognize the difference in supportive abilities of various communities within a state. In West Virginia, the effective assessed valuation per pupil varied from a high of $88,225 (Grant County) to a low of $22,056 (Lincoln County) during 1968-69.

The problem of sufficient financial reources is closely related to the problem of efficient expenditure of resources. One county may have a minimum pupil population and another county a maximum pupil population, with both counties expending funds for a highly specialized position, the question arises relating to the effective expenditure of funds in each of the counties. One must recognize the fact that over 54 per cent of the county school systems of West Virginia, 1968-69, had 6,000 or less students. This fact raises serious questions concerning the economic and efficient functioning of small school systems in the provision of quality educational programs and services, many of which have been shown to require a larger pupil population base before they may be implemented in the schools.

THE INTERMEDIATE EDUCATIONAL SERVICE AGENCY

The foregoing sections have suggested that educational deficiencies do exist in many of West Virginia's county school systems. As these school systems begin to develop educational programs related to the real needs of Appalachian youth, a need is generated for services which are beyond available local resources. Some of the inadequacies may be attributed to limited resources and small pupil enrollment, thus, making it impossible for these systems to provide minimal basic programs and services necessary in providing equalized and extended educational opportunities to Appalachian children.

These school systems must receive some form of assistance in order to provide relevant educational programs. Efforts by many counties, as presently structured, to increase the comprehensiveness of their programs, even if this could be achieved in the face of restrictive financial and human resources, would prove to be an inefficient and uneconomical use of limited resources. The real purpose of any unit of an educational organization is to make available, to the extent of its ability, a comprehensive program of educational opportunities. When the ability of any given unit is inadequate or inappropriate in achieving this purpose, it becomes necessary to supplement the existing program by an "external" agency.

Recognizing that many individual county school systems of West Virginia require assistance from an external source or agency, the question concerning the nature of this source or agency arises. A logical agency to serve this crucial role of assistance to local counties could be Intermediate School Units or Multi-County Regional Agencies. These units, serving between the two levels of school government (county and state), could be broad

enough to provide highly selective and specialized services to county school systems and remain close enough to county schools that they are aware of and responsive to local needs.

Functions of Intermediate or Multi-County School Units

The intermediate unit of school administration is an agency that operates at a regional level, giving coordination and supplementary services to local school districts and serving as a link between these basic administrative units and the state education authority.

While the functions that regional agencies serve in other states and the descriptions of regional agencies in the literature are varied and difficult to categorize or describe, Alvin E. Rhodes has given an excellent taxonomy for classifying programs and services of regional agencies or intermediate units. Rhodes describes the functions of an Intermediate School Unit as being articulative, coordinative, and supplementary.[2]

Articulative Functions. Presently, the liaison and communications functions between the West Virginia State Department of Education and the fifty-five separate county school districts present themselves as almost impossible tasks. The Intermediate School Units, serving as a middle-echelon agent between local county districts and the State Department of Education, could better facilitate communication between the groups and also perform a number of regulatory and management functions for the State Department of Education. While performing these intercommunication and liaison functions, the Agency could represent and interpret local educational needs at the State level. Typical articulative activities, as described by Rhodes,

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[2]Alvin E. Rhodes, Better Education Through Effective Intermediate Units (Washington, D. C.: National Education Association, 1963), pp. 5-8.

include serving a vital role in the verticle administration of the schools in the state, compiling and transmitting statistical data of various kinds from county school districts to the State Department of Education, assisting county districts in complying with state laws and administrative regulations, and advising the State Department of Education concerning local county district needs.

Coordinative Functions. By assisting county school systems in working together to solve their common problems and needs, an Intermediate School Unit could play a coordinative role and provide a major contribution to county school districts and to the State Department of Education. Coordination would take on many forms depending upon the circumstances within the county school systems, and the county systems' needs and desires. In this way, the Intermediate School Unit could contribute to quality educational programs throughout the counties served and yet serve in a way to protect local control and the independence of county school systems. Typical coordinative activities may include leadership in developing supplementary services and curriculums, special consultants, professional improvement of staff personnel, and guidance of cooperative research on common educational problems.

Supplementary Functions. The Intermediate School Unit, in its supplementary service role, may supplement the work of county school systems by providing, on a shared basis, educational services which county systems, individually, are unable to provide efficiently or effectively. Obviously, these direct services would be of the type that county school districts would provide but are unable to do so because of limited student population, financial resources, personnel, or other factors. By providing these services, a multi- county educational service agency may also protect local con-

trol, and help to equalize and extend quality educational opportunities to all the children of the State. Typical supplementary service may include consultant and supervision help to professional personnel, operation of libraries and instructional materials centers, provision of psychological and guidance services, health services, services for the physically and mentally handicapped children, and speech and hearing therapy.

Protect and Promote Local Determination. Through the early innovative reorganization of school districts in West Virginia and the establishment of these units along political boundaries, the county unit has established local control and local determination as well defined features of the State's educational system. A multi-county educational service agency may represent the State Department of Education in performing certain ministerial and regulatory duties; however, it would, by necessity, be a local agency in adapting itself to local needs. Further, the multi-county educational service agency may also promote local control through programs of supplementary educational services to the county units. It would be anticipated that these services would equalize and extend educational opportunities for children within each county while retaining maximum policy determination at the county unit level.

Equalize and Extend Educational Opportunities. The concept which has become the cornerstone in the American public school system is that all children should enjoy equal educational opportunity. All children within West Virginia do not have an equal educational opportunity because of limited student population, limited financial resources, and/or lack of specialized professional personnel in many of the counties of this State. A multi-county educational service agency, through supplementary services and programs, could help provide a quality education and equalize and extend

the educational programs of many county school systems.

Assure Economical and Efficient Operation of Educational Programs. As given in a previous section of this report, if many counties of the State were to provide a special service program and employ many of the needed professional personnel, they would use their resources inefficiently. It would be an ineffective, inefficient, and unwise use of resources to employ specialized professional personnel and support comprehensive educational programs where the school population is too small to use them fully and effectively. A multi-county educational services agency may be able to aid in this problem by employing specialized professional personnel and sharing the expertise of these workers among a number of county units, thus yielding a higher degree of economy. In effect, this would also return dollars to those county units who are at present financing specialized services and educational programs which service limited student populations.

Improve Quality of Many Educational Programs. Multi-county educational agencies may improve the quality of many local educational programs by being able to attract highly qualified professional personnel to serve in assisting county school units. Also, these agencies would be able to improve the quality of education by assisting county units in efforts to determine their needs and coordinate local programs between/among counties in order to provide needed educational services.

Improve Coordination and Planning Between County Units, State Department, and Federal Government. As stated previously, the multi-county educational agency is the appropriate agency with responsibilities to facilitate and maintain communication between the State Department of Education and county school districts. The aiding in the interpreting of local needs would be of invaluable assistance to both the state and federal government in their

educational planning. Also, a multi-county educational service agency could provide the leadership in initiating locally identified research and planning projects. The multi-county educational service agency could provide the needed stimulus to improve inter-county cooperation and coordinative functions necessary in providing a contemporary educational experience for the children of West Virginia.

PRESENTATION AND ANALYSIS OF DATA

This part of the report will present the data collected through the administration of the Region II Educational Planning Survey Questionnaire. As previously described, the Questionnaire had three sub-units; they were: (1) Section A, demographic data on those citizens who participated in the study, (2) Section B, data relating to the schools of Region II as they were being operated at the time of the survey, and (3) Section C, data relating to selective factors of the intermediate school unit.

Per Cent Return

A total of 3,200 questionnaires were distributed to citizens in Region II. Educational Research and Field Services had 1,982 completed questionnaires returned for analysis. To be classified as completed, a questionnaire must have had at least 66.0 per cent of its items answered by a respondent. If a questionnaire did not have more than 66.0 per cent of its items answered, it was discarded.

Approximately 62.0 per cent of the original questionnaires were returned as completed and became the data base for this study. The number of respondents to the items in the questionnaire will vary due to the fac_ that some questionnaires were accepted as completed if only 66.0 per cent of the items were answered.

Demographic Data

Eight specific bits of demographic data were collected on the citizens who returned completed questionnaires to Educational Research and Field Services. The data collected were: (1) age of respondents, (2) number of years of school completed by respondents, (3) family income of respondents,

(4) number of years the respondents lived in the county, (5) home ownership, (6) marital status, (7) number of children respondents presently have in school, and (8) sex classification of respondents. Presented as Appendix B are Tables IX through XVI which present the categorical breakdown of the demographic data. This section of the report will present the highlights of the data as interpreted by the authors.

Age Distribution. The data appears to indicate that the greatest percentage (38.6 per cent) of the respondents were within the age group 35 years through 44 years. The next highest age group within the sample contained those respondents whose age was from 25 years through 34 years of age (27.1 per cent). Approximately 6.6 per cent of the respondents were less than 25 years of age, and 2.7 per cent of the sample was 65 years or older.

Number of Years of School Completed. The data indicates that 49.5 per cent of the respondents completed 10-12 years of school; 23.9 per cent of the respondents completed 7-9 years of schooling; and only 6.0 per cent of the respondents completed 6 or less years of schooling. In addition, 20.6 per cent of the respondents completed 13 or more years of schooling.

Family Income. The data indicates that 18.8 per cent of the respondents had an earned family income of $3,000 or less. In addition, 21.7 per cent of the respondents had an earned family income of $3,001 to $5,000; 20.1 per cent of the respondents had an earned family income of $5,001 to $7,000; and 17.0 per cent of the respondents had an earned family income of $7,001 to $9,000; with 22.3 per cent of the respondents earning a family income of $9,001 and more.

Years of Residency. Respondents were requested to indicate the number of years in which they had lived in the county they now claim as a residency.

Overwhelmingly (55.4 per cent), the respondents indicated they had lived in their resident county 26 years or more. Only 7.9 per cent of the respondents had lived in their resident county 2 years or less.

Home Ownership. Of those respondents answering this item, 72.8 per cent indicated they owned their home and 27.2 per cent indicated they were renting their home.

Marital Status. Approximately 88.4 per cent of the respondents indicated they were married; 4.4 per cent of the respondents indicated that they were either separated or divorced; 3.0 per cent indicated they were single; and 4.3 indicated that they were either a widow or a widower.

Number of Children in School. The respondents were asked to indicate if they presently had children enrolled in school. The data indicates that 17.8 per cent of the respondents did not have children presently enrolled in school. Therefore approximately 82.2 per cent of the respondents had children in school at the time of the survey.

Sex Classification. It appears that approximately 59.9 per cent of the respondents were female; while 40.1 per cent of the respondents were male.

It is most tempting to try to construct a "typical" respondent to the Region II questionnaire. However, the demographic data received does not permit such a generalization to evolve. The respondents appear to be a distinct cross-section of the citizens in Region II, West Virginia, in terms of family income, education, chronological age, sex, and other identified characteristics.

Section B

Section B asks questions relating to four basic issues of the school as they presently function. The four basic issues were: (1) communications,

(2) the strongest points of the schools, (3) the weakest points of the schools, and (4) what services should the schools improve. Data collected relating to Section B is presented in Tables IV through VII.

Communications

Each respondent was requested to identify the single most often used method he/she used for receiving information about the schools. Table IV presents the data relating to communications.

It can be observed that 26.8 per cent of the 1,929 respondents to this question identified the "newspaper" as the single most often used method they employ in obtaining information about the schools. Closely behind the "newspaper" were "students" (24.9 per cent) and "teachers" (13.8 per cent).

The "superintendent" of schools received the lowest rating (1.1 per cent) as the single most often used method for receiving information about the schools; "television" (1.4 per cent) and "school boards" (1.6 per cent) rounded out the bottom three methods. Of the ten methods listed for the respondents to react to, the professional staff of the schools (teachers) occupys only one position of the top five; while, principals, school boards, and superintendents occupy three of the bottom five positions.

One must be cautioned when attempting to provide a model communications system for the Region. It would be tempting to state that if (1) one devotes a considerable amount of newspaper space to education and (2) keeps teachers and students well informed the communications system for Region II would be complete. It should be recognized that to effectively communicate with 98.2 per cent of the public in the Region II, the model must consider all ten methods given in Table IV. What Table IV explicitly

TABLE IV

FREQUENCY AND PERCENTAGE DISTRIBUTION OF METHODS USED BY RESPONDENTS TO OBTAIN INFORMATION ABOUT THE SCHOOLS

Method	Frequency	Percentage
Newspapers	517	26.8
Students	480	24.9
Teachers	267	13.8
PTA	243	12.6
Radio	122	6.3
Friends	109	5.7
Principals	78	4.0
School board	31	1.6
Television	27	1.4
Superintendent	21	1.1
Other	34	1.8
TOTALS	1,929	100.0

TABLE V

FREQUENCY AND PERCENTAGE OF STRONGEST POINTS OF SCHOOL SYSTEMS AS INDICATED BY RESPONDENTS

	Frequency	Percentage
The quality of teachers	595	24.4
Special education for slower pupils	405	16.6
The needs of all the children are met	350	14.4
The condition of the buildings	246	10.1
The quality of the vocational educational program	219	9.0
The quality of the libraries	143	5.9
The quality of the guidance program	129	5.3
None of the above	282	11.6
Other	67	2.8
TOTALS	2,436	100.1

defines is the single most often used methods by the sample of 1,929 citizens. There is no one single most used method which all respondents use. It could be hypothesized that if a school system had a limited budget and wanted to reach the greatest majority of citizens, it could reach approximately 65.5 per cent of the citizens through the judicious use of "newspapers" (26.8 per cent), "students" (24.9 per cent) and "teachers" (13.8 per cent). Again, to reach all citizens the schools must use all methods and techniques available to it.

Strongest Points of the School System. Table V presents data relating to the question: "What do you consider to be the strongest points of your school system?" The respondents were given 9 options and were permitted to select one or more of the options as their response. A total of 2,436 responses were received to this item. The data presented in Table V indicates that the quality of teachers received the highest ranking (24.4 per cent of the responses) and the quality of the guidance program received the lowest ranking (5.3 per cent of the responses). The option which received the second highest ranking (16.6 per cent of the responses) was "special education for slower pupils." It is interesting to note that 282 responses (11.6 per cent of the total responses) declared that "none" of the 7 identified factors could be classified as strong points of their school system.

Weakest Points of the School Systems. The respondents were requested to react to the identical eight factors given in the "strongest point" item (See Appendix A) in accord with the following question "What do you believe to be the weakest points of your school system?" Again, the respondents were requested to react to one or more of the options, that it, they could select one and/or all the factors as weak points of the school system. The data presented in Table VI appears to indicate that 719 responses

TABLE VI

FREQUENCY AND PERCENTAGE DISTRIBUTION OF WEAKEST POINTS OF SCHOOL SYSTEMS AS INDICATED BY RESPONDENTS

	Frequency	Percentage
The condition of the buildings	719	21.8
Special education for slower pupils	554	16.8
The needs of all the children are met	545	16.5
The quality of the teachers	479	14.5
The quality of the guidance program	312	9.5
The quality of the vocational educational program	282	8.6
The quality of the libraries	239	7.3
None of the above	64	1.9
Other	101	3.1
TOTALS	3,295	100.0

TABLE VII

FREQUENCY AND PERCENTAGE DISTRIBUTION OF BETTER SERVICES SCHOOLS SHOULD PROVIDE AS INDICATED BY RESPONDENTS

	Frequency	Percentage
School drop-out prevention	863	23.3
Special education	703	19.0
Remedial reading	406	11.0
Speech therapy	397	10.7
Psychological services	363	9.8
Medical services	332	9.0
Dental services	293	7.9
Adult education	238	6.4
Other	111	3.0
TOTALS	3,706	100.1

(21.8 per cent of total responses) determined the "condition of the buildings" as the weakest point in their school system. The "quality of the libraries" received the lowest rating (7.3 per cent of total responses); while only 1.9 per cent of the responses were given to "none of the above." It is interesting to note the "quality of the teachers" and "the condition of the buildings" exchanged ranking from the strongest and weakest points of the school systems, that is "the condition of the buildings" was ranked fourth for the strongest point of the school system and "quality of the teachers" was ranked first in the strongest point in the school systems. For the weakest point of the school systems, "the condition of the buildings" was ranked first and "the quality of the teachers" was ranked fourth. Items two and three in strongest remained as two and three for the weakest points in the school system.

It should be recalled that the respondents were permitted more than one response to the items on the strongest points and the weakest points of their school system. The respondents chose to provide 3,295 responses relating to the weakest point and 2,436 responses relating to the strongest points. The resulting 35.3 per cent increase in responses from the strongest point item to the weakest point item appears to indicate that the respondents felt that there were more weak points about the schools than there were strong points.

School Services. The respondents were requested to identify some school services which they felt should be improved or added to the total school program. Again, the respondents were permitted to respond to more than one option in the item. A total of 3,706 responses were given to this item. The data presented in Table VII appears to indicate that "school drop-out prevention" leads the list in needed school services for the Region.

When one includes "special education" and "remedial reading" with "school drop-out prevention", it can be seen that 53.3 per cent of the responses include these specific services. The responses appear to indicate they rank "adult education" on the bottom of the list provided for this item. (See Appendix A)

Again, it is interesting to compare the number of responses given to the item relating to the strongest points of the school system with responses to other items. Specifically, in this case, when one compares the strongest point responses to the responses given to the services the schools should improve or provide, it can be seen that the item relating to the provision of school services received 52.1 per cent more responses than the item relating to what are the strongest points of the school systems. It appears that the citizens of Region II are requesting the schools to broaden and enrich their service components.

Section C

Data collected through Section C of the questionnaire is presented as Appendix C. Table VIII presents a summary of public opinions in relation to the fourteen factors identified in Section C of the questionnaire. It should be emphasized at this point, that there was no educational or public information program instituted relating to the fourteen items in Region II prior to the administration of the Questionnaire. Each respondent was requested to answer from his own opinions and/or knowledge base. Therefore, it was expected that a considerable number of the statements would receive an "undecided" response.

The statement "Education is the best investment we can make with our taxes to guarantee the future of our country" received a 92.8 per cent affirmative support; only 4.3 per cent of the respondents disagreed with

TABLE VIII

SUMMARY OF PUBLIC OPINIONS IN RELATION TO THE FOURTEEN FACTORS GIVEN IN SECTION C OF THE QUESTIONNAIRE

Statement	N	Percentage of Responses Agree	Undecided	Disagree
1. Education is the best investment we can make with our taxes to guarantee the future of our country.	1,912	92.8	3.6	4.3
2. School funds could be spent more wisely if several counties shared the expenses in such areas as: medical services, remedial reading programs, special education, curriculum specialists, etc.	1,888	60.8	21.7	17.5
3. School funds could be spent more wisely if several counties shared the expenses in providing new buildings and equipment for the schools.	1,872	46.1	21.7	32.1
4. School management and planning could be more wisely accomplished if several counties cooperated by sharing their resources.	1,867	50.2	25.5	24.5
5. The educational system of West Virginia should be changed in order that several counties may combine their resources in order to provide for the establishment of a community college or post-high school program.	1,867	53.6	28.7	17.7
6. The offerings in our vocational education classes are not broad enough to prepare our young people to enter the world of work.	1,890	66.6	19.2	14.3
7. Some schools should be developed into community centers to provide educational and cultural needs for the adults of the community.	1,866	68.9	18.1	12.9
8. A factor which holds back the progress of education is that the general public does not receive enough information about what the schools are trying to do.	1,876	78.0	10.8	11.2

TABLE VIII (Cont'd)

Statement	N	Percentage of Responses Agree	Undecided	Disagree
9. Counties should be permitted to combine their resources in order to provide a better education for the children.	1,849	56.7	19.9	23.3
10. The federal government should contribute more money to education.	1,875	72.5	13.7	15.3
11. The state government should contribute more money to education.	1,875	84.8	3.9	11.3
12. The county government should contribute more money to education.	1,859	70.6	9.4	19.8
13. A high school should have a graduating class of at least 100 in order to provide a high quality educational program.	1,867	35.0	22.3	42.7
14. The most important factor in the success of a school system is <u>not</u> the land area it covers but the quality of the education the children receive in the school.	1,896	93.8	3.0	3.3

the statement. Three per cent of the respondents were "undecided" about their response to this statement. It would appear that the citizens of Region II support the expenditure of tax monies for education to guarantee the future of our country.

The statement "School funds could be spent more wisely if several counties shared the expenses in such areas as: medical services, remedial reading programs, special education, curriculum specialists, etc" received supportive agreement by 60.8 per cent of the respondents; while 17.0 per cent of the respondents disagreed with the statement. However, 21.7 per cent of the respondents were "undecided." It appears that the agree to disagree ratio was approximately 3.5 to 1; however, this ratio could be increased or decreased depending upon the final shifting of the undecided responses.

Approximately 46.1 per cent of the respondents agreed with the statement "School funds could be spent more wisely if several counties shared the expenses in providing new buildings and equipment for the schools." Approximately 32.1 per cent of the respondents disagreed with the statements; 21.7 per cent of the respondents were "undecided." There was a difference of 14.0 percentage points between the agree responses and the disagree responses; again, more than one-fifth of the respondents were "undecided."

The statement "School management and planning could be more wisely accomplished if several counties cooperated in sharing their resources" was agreed to by 50.0 per cent of the respondents. Approximately 24.5 per cent of the respondents disagreed with the statement, while 25.5 per cent of the respondents were "undecided." The ratio between the agree responses and the disagree responses appear to be approximately 2.0 to

1, with approximately one-fourth of the respondents being "undecided."

Approximately 53.6 per cent of the respondents agree with the statement "The educational system of West Virginia should be changed in order that several counties may combine their resources in order to provide for the establishment of a community college or post-high school program." While 17.7 per cent of the respondents disagree with the statement, 28.7 per cent of the respondents were "undecided." This statement received the highest "undecided" response of all the fourteen items in Section C. Logically, this statement should receive the largest "undecided" response because of the absence of a true community college within West Virginia and a complete absence of an information program relating to the community college concept in West Virginia. Therefore, the high "undecided" response in this statement appears to support the validity and reliability of the total questionnaire.

Two-thirds or 66.6 per cent of the respondents agree with the statement "The offerings in our vocational educational classes are not broad enough to prepare our young people to enter the world of work." Only 13.3 per cent of the respondents disagreed with this statement; while 19.2 per cent of the respondents were "undecided." The responses to this statement present a real challenge to those persons in West Virginia directly responsible for implementing "vocational education."

The statement "Some schools should be developed into community centers to provide educational and cultural needs for the adults of the community" was agreed to by 68.9 per cent of the respondents. Approximately 12.9 per cent of the respondents disagreed with the statement; while 18.1 per cent of the respondents were "undecided." The more than two-thirds supportive agreement to this statement appears to be significant.

Better than three-fourths (77.0 per cent) of the respondents agreed with the statement "A factor which holds back the progress of education is that the general public does not receive enough information about what the schools are trying to do." This statement received a low disagree (11.2 per cent) response and a low "undecided" (10.8 per cent) response. The responses to this statement should be heeded by all segments of the educational enterprise. A significant number of respondents appear to be indicating that they desire, want, and insist upon information about what the schools are trying to do. A democracy is based upon an informed constituency; subsequently, school support is generated from an informed public.

The statement "Counties should be permitted to combine their resources in order to provide a better education for the children" received a 56.7 per cent agree response. While 19.9 per cent of the respondents disagreed with the statement, approximately 23.3 per cent of the respondents were "undecided." While the ratio of agree responses to disagree responses was high (2.8 to 1), more than one-fifth of the respondents were "undecided."

Statements 10, 11, and 12 (See Table VIII) were related to the financing of education. Statement 10 relates to federal support; statement 11 relates to state support; statement 12 relates to local support. The three statements will be discussed as a whole. In observing the data presented in Table VIII, it appears that statement 11 (state support) received: (1) the highest agree responses, (2) the lowest disagree responses, and (3) the lowest "undecided" responses of the three supporting agencies. It would appear that the respondents want all three agencies to broaden their support of education; a hierarchy of support would appear to be state (first); there does not appear to be a clear cut decision as to whether the federal government or the local government should be the second highest supporter

of education in West Virginia. The responses to statements 10, 11, and 12 appear to indicate that the citizens of Region II are supportive of education and request that all three governmental agencies improve their financial support base for education.

Statement 13 "A high school should have a graduating class of at least 100 in order to provide a high quality educational program" received the lowest agree responses and the highest disagree responses of the 14 factors given in Section C. This statement appears to be the most technical and definitive of the fourteen statements in Section C. Only 35.0 per cent of the respondents agreed with the statement; 42.7 per cent of the respondents disagreed with the statement; and 22.3 per cent of the respondents were "undecided." It would appear that the citizens of Region II base their definition of a high quality educational program on more than a single criteria. In addition, it appears that the citizens of Region II do not prefer to use the size of a high school graduating class as the criterion for measuring quality in an educational program.

Statement fourteen, "The most important factor in the success of a school system is not the land area it covers but the quality of the education the children receive in the school", received the highest agree responses (93.8 per cent) and the lowest disagree responses (3.0 per cent). Only 3.3 per cent of the respondents were "undecided." Apparently, the citizens of Region II do not believe that land area should be considered as an important criterion in evaluating a school system. These results appear to support the philosophy that the most important thing about an educational system is what it does for children.

It would appear that, generally speaking, the citizens of Region II

support the fourteen concepts itemized in Section C of the questionnaire (see Appendix A and Appendix C). It can be observed that many of the fourteen items received approximately 20 per cent of their responses in the "undecided" category. A well conceived, honest, and thorough information program relating to the fourteen concepts should be implemented in Region II. This would provide a basis for those persons who were "undecided" to respond in an agree or disagree format.

Response to "Other" Options in Section B

The reader may observe that statements 1 through 4 in Section B of the questionnaire (see Appendix A) allowed the respondents to check an option entitled "other." This option permitted the respondent the opportunity for providing individual options to the statements.

It may be observed in Tables IV through VII (pp. 28,30) that 1.8 per cent of the respondents checked "other" when responding to the statement relating to the most often used method to gain information about the schools; 2.8 per cent of the respondents checked "other" when responding to the statement relating to the strongest points of the school system; 3.1 per cent of the respondents checked "other" when responding to the statement relating to the weakest points of the school system; and 3.0 per cent of the respondents checked "other" when responding to the statement relating to better services the schools should provide for the pupils. The authors have attempted to distill the responses and provide generalizations relating to the statements in Section B of the questionnaire.

Most Often Used Method in Gaining Information. Generally speaking, the responses in the "other" option of statement 1, Section B, were not significantly different from the ten options provided. The respondents indicated: (1) they used the school paper, (2) they used combinations of the ten options provided, (3) they were active members of a PTA, or

(4) they held an official position with a local school system, i.e., bus driver, secretary, or cook. Thus, it appears the respondents mentioned an option which could be considered as one of the ten given options or indicated they received their information directly through the local school system because of their vocation. Twenty-five of the thirty-four respondents checking "other" gave a written response to the statement.

Strong Points. In analyzing the "other" responses to statement 2, section B, twenty-six respondents indicated there were no good or strong points in their respective school system. Twenty-two reacted positively to this statement; seven of these respondents mentioned good teachers, four indicated their schools were strong for the average and/or above average pupils, three indicated that a strong point of the local school system was the inter-scholastic sports program, three mentioned that a strong point of the school system was that it had no sex program, other respondents mentioned the quality of the lunch program, the quality of specific classes within a school, and one respondent mentioned the stable, rural settings of the schools as their strong point. Nineteen of the sixty-seven respondents checking "other" to this statement did not write out a response.

Weak Points. The responses of the persons reacting to statement 3, section b, in which they were to indicate the weakest points of their respective local school systems fell, primarily, into three categories. These categories were: (1) school personnel, (2) total school program, and (3) physical facilities. Of the twenty-six respondents who indicated a weakness in school personnel, fourteen mentioned a need for better leadership in the superintendency, principalship, or school board membership; twelve of the respondents mentioned a need for more qualified teaching personnel. Weaknesses in the total school program were specified by fourteen

respondents. The weak points of the school program centered about a lack of learning experiences in the Fine Arts and the severe limitation of curricular materials available for the students. In addition, the respondents indicated the local school curriculum was narrow and limited and the needs of all students were not being met. Twenty-two of the forty respondents who indicated a weakness of the local school system as being physical facilities, specifically identified poor conditions of school buildings, a lack of school lunch facilities, and a lack of sufficient out- door play areas at the schools. Eight of the "other" responses which did not fall within the three categories given above related to school discipline, school finance, teacher's salary, and communications between the school system and the general public. Eighty-eight of the one hundred persons checking "other" to this statement wrote a response.

Provision of Better Services. Of those respondents reacting to statement 4, section B, in which they were to indicate better services which the local school system should provide, eighty-three of the one hundred and eleven respondents checking "other" wrote a response. The responses, with their frequency of occurance given in parenthesis and in rank order were as follows: a need for vocational education (17), a need for comprehensive school programs (14), a need for highly qualified specialized teachers (12), a need for better guidance services (9), a need for special education programs (7), a need for physical education in the elementary schools (7), a need for religious instruction (5), a better school transportation system (4), a need for a kindergarten program (3), a need for school drop-out prevention programs (2), a need for a sex education program (2), and a need to change leadership (1).

Relationship of Questionnaire Analyzed to County Population

In order to determine if the per cent of completed questionnaires analyzed in this Survey was in proportion to the total population of each county in Region II, the data presented in Table XVIII was generated. It can be observed that, with the possible exception of Mineral County, the percentage of completed questionnaires analyzed per county was not significantly different from the per cent of population per respective county to the total population of Region II.

It can be observed that Berkeley County's total population represented 28.0 per cent of the total population in Region II; twenty-nine per cent of the completed questionnaires analyzed for this study were received from Berkeley County. Further, the per cent of completed questionnaires analyzed in this survey from Jefferson, Hardy, Morgan, Grant, and Pendleton Counties were in direct proportion to the per cent of each respective county's percentage of the total population in Region II. There appears to be slight deviations in the completed questionnaires analyzed from Mineral and Hampshire County.

Individual County Responses

Presented as Appendix D are data which provide the reader with individual county responses for Section B of the questionnaire. The format of Tables XIX through L in Appendix B are replications of Tables IV through VII (pp. 28/30) except for the data provided. That is, the options for each statement in section B are given in the hierarchical order of mean responses from Region II. For example, Table IV indicates that the most used method for obtaining information about the schools, as a regional response, was (1) newspapers, (2) students, (3) teachers, in rank order by frequency of response; Table XLVII indicates that the respondents from Pendleton County most often received information about their schools from

TABLE XVIII

SUMMARY OF DATA RELATING SIXTH GRADE PUPILS
TO THE SURVEY SAMPLE

County	Population	Per cent of population to total population in Region II	Number of 6th grade pupils	Per cent of 6th grade pupils to total 6th grade population in Region II	No. of completed questionnaires analyzed	Per cent of completed questionnaires analyzed
Berkeley	33,791	28.0	642	26.1	575	29.0
Mineral	22,354	18.5	458	18.6	252	12.7
Jefferson	18,665	15.5	433	17.6	304	15.3
Hampshire	11,705	9.7	239	10.0	248	12.5
Hardy	9,308	7.7	188	7.6	196	9.9
Morgan	8,376	6.9	181	7.3	140	7.1
Grant	8,304	6.9	167	6.8	136	6.9
Pendleton	8,093	6.7	156	6.3	131	6.6
Total	120,596	99.9	2,464	100.3	1,982	100.0

(1) students, (2) newspapers, and (3) teachers, in rank order by frequency of responses. Though the specific options occupy the first three positions as a Regional or Pendleton County response, the options are rearranged in their order of frequency.

In addition to permitting the reader to compare individual county responses to the Regional mean response, the data in Appendix D allows the reader to make inter-county comparisons. It can be observed in Table XIX through L that some variations did exist in inter-county comparisons on selected statements. For example, 38.5 per cent of the respondents from Berkeley County indicated that they used the newspaper most often to obtain information about the schools. However, only 16.3 per cent of the respondents from Hardy County used the newspaper most often to obtain information about the schools. While 31.6 per cent of the respondents from Morgan County thought that the schools should provide better services in "school drop-out prevention," only 19.8 per cent of the respondents from Berkeley County indicated that the schools should provide better services in "school drop-out prevention". Though there was a large deviation in the percentage of response to this option in statement 4, section B, from Hardy and Berkeley Counties, both counties placed "school drop-out prevention" as the top priority item for consideration in providing better services to pupils in their schools.

Tables LI through LVIII in Appendix E provide individual county responses to statements 1 through 24, section C, of the questionnaire. The total Regional responses to section C are given in Table VIII (p. 33). As in Appendix D, the data provided in Appendix E permits the reader to (1) compare individual county responses to the Regional response and (2) inter-county data comparisons.

It can be observed in Table VIII that 78.0 per cent of the Regional responses agreed with the statement "a factor which holds back the progress

of education is that the general public does not receive enough information about what the schools are trying to do;" 64.8 per cent of the respondents from Grant County and 80.2 per cent of the respondents from Morgan County agreed with this statement.

The statement "the state government should contribute more money to education" was agreed to by 88.8 per cent of the respondents from Mineral County and 78.7 per cent of the respondents from Grant County. The data from Berkeley County indicates that 76.3 per cent of the respondents agreed with the statement "the county government should contribute more money to education;" this may be compared to 57.8 per cent agreement to the statement from the respondents of Grant County.

SUMMARY

Distribution and Retrieval Model

It appears that the distribution and retrieval model implemented in this Survey was successful. The distribution and retrieval model incorporated the use of sixth grade pupils, selected on a random basis, to distribute and retrieve the questionnaires. Approximately 62.0 per cent of the original questionnaires were returned as completed and became the data base for this Survey. In addition, it appears that the distribution and retrieval model successfully allowed for proportionate representation by each of the eight counties in Region II, in accord with each county's respective proportionate population of the total population in Region II.

Demographic Data

Eight specific bits of demographic data were collected on the citizens who returned completed questionnaires. The collected data were: (1) age of respondents, (2) number of years of school completed by respondents, (3) family income of respondents, (4) number of years the respondents lived in the county, (5) home ownership, (6) marital status, (7) number of children respondents presently have in school, (8) sex classification of respondents.

The demographic data received did not permit broad generalizations to be generated relating to a "typical" respondent. The respondents appeared to be a distinct cross-section of the citizens in Region II, West Virginia. However, several factors appeared to stand out in the demographic data. These will be discussed in the following paragraphs.

Approximately 66.0 per cent of the respondents fell within the age group of twenty-five to fourty-four years. Thus, it appears that a sig-

nificant majority of the respondents were in an age group which would indicate a high probability of having children in school.

Responses to the questionnaire indicated approximately 73.0 per cent of the respondents had completed at least seven but no more than twelve years of school; only 6.0 per cent of the respondents had six or less years of school experience. This would appear to indicate that the overwhelming majority of the respondents were literate and had the potential to review and consider social issues in contemporary American society.

While 18.8 per cent of the respondents indicated their family income was $3,000 or less, approximately 58.8 per cent of the respondents indicated they earned more than $3,000 but less than $9,001. The remaining respondents, approximately 22.0 per cent, earned in excess of $9,001 as a family income. Therefore, it would appear that the respondents were conscious of their tax payment responsibilities -- local, state, and federal.

The respondents appeared to be a stable population in terms of mobility of residence. The responses to the questionnaire indicate 78.0 per cent of the respondents lived in their respective resident counties eleven or more years, with approximately 8.0 per cent of the respondents living in their resident county two years or less.

Another factor which appears to indicate that the respondents were a stable population was the data collected on home ownership. Approximately 73.0 per cent of the respondents owned their home with 27.0 per cent of the respondents renting their home.

The collected responses indicated that approximately 88.0 per cent of the respondents were married and 3.0 per cent of the respondents were single. The remaining respondents were either separated, divorced, widow, or widower.

The data collected on the number of children the respondents presently have in school appears to be supportive of the thesis that the respondents were of the age group with children in school. Approximately 82.0 per cent of the respondents indicated they had children presently enrolled in school.

In terms of sex classification, approximately 60.0 per cent of the respondents were female and 40.0 per cent of the respondents were male. The frequency of completing and returning a questionnaire by the females appears to indicate that either the female member of the household is more apt to return a completed questionnaire or that the female sixth grader is more proficient in retrieving completed questionnaires, recalling that the female sixth grade pupil was to take a questionnaire to a female neighbor and a male sixth grade pupil was to take a questionnaire to a male neighbor.

Section B of the Questionnaire

Section B of the questionnaire requested responses to statements relating to four basic issues of the schools as they were presently functioning. The four basic issues were: (1) communications, (2) the strongest points of the schools, (3) the weakest points of the schools, and (4) better services the schools should provide.

Communications. Each respondent was requested to identify the single most often used method he/she used for receiving information about the schools. The respondents appeared to indicate that, generally, the single most used method they employed for obtaining information about the schools was the newspaper. This finding is similar to a finding of a national study conducted by William H. Strand.[4]

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[4]W. H. Strand, "Some Aspects of School-Community Relations," D. A. Puzzuoli (ed.) Readings in School Public Relations: Vol. I (Morgantown, W. Va.: West Virginia University, 1969) p. 41.

In terms of frequency of response, Strand's study of the use of mass media by the general public to obtain information about the schools provides the following rank order -- newspapers, television programs, and radio programs. In this Survey, the mass media were ranked as newspapers, radio, and television (a distant third). The deviation of the results of this study from Strand's study can be partially accounted for by the fact that there are no local television stations in any of the eight counties in Region II. Thus, it was expected that the citizens of Region II would place television programming in a very low ranking as a means of obtaining information about the schools. In addition, Region II does not have an excessive number of local radio stations. Therefore, personal communications -- students, teachers, PTA, and friends -- received a high ranking above radio and television. However, the point needs to be re-emphasized that the school officials of Region II must consider all options available to them when operationalizing their school communications systems.

Strongest Points. In rank order, the respondents indicated that the quality of the teachers, special education for the slower pupils, the needs of all the children are met, and the condition of the buildings were the strongest points of the schools. However, the reader should recognize that a large percentage of respondents indicated that none of the seven options provided in statement 2, section B, were strong points of the local school systems.

Weakest Points. In rank order, the respondents indicated that the condition of the buildings,special education for slower pupils, the needs of all the children were met, and quality of the teacher were the weakest points of the schools systems. When compared to the number of responses to the statement relating to strongest points of the school systems, the

frequency of response to the statement relating to the weakest points of the school systems were approximately 35.0 per cent greater.

Better Services. Approximately 53.0 per cent of the respondents indicated that the schools should provide better services in school drop-out prevention, special education, and remedial reading. The respondents were also interested in having better services in speech therapy, psychological services, medical services, dental services and adult education.

Responses to Section C of the Questionnaire

Section C of the questionnaire attempted to sample the opinions of the respondents relating to 14 selected factors of an intermediate administrative unit. The respondents were requested to react to each of the fourteen statements by marking their reaction on a scale which included the following options: strongly agree, agree, undecided, disagree, strongly disagree.

An examination of the responses to the fourteen statements appears to indicate that approximately 20.0 per cent of the respondents were "undecided" on eight factors. This high "undecided" responses was anticipated on the eight factors because the respondents were requested to react from their own knowledge base. There was no public "educational program" in the Region relating to the eight factors prior to administering the questionnaire.

The data received in Section C of the questionnaire appears to indicate that a majority of the respondents agreed to the following factors; (1) education is the best investment we can make with our taxes to guarantee the future of our country, (2) school funds could be spent more wisely if several counties shared the expenses in such areas as: medical services, remedial reading programs, special education, curriculum specialists, etc., (3) school management and planning could be wisely accomplished if several counties cooperated by sharing their resources, (4) the educational system of West Virginia should be changed in order that several counties may combine

their resources to provide for the establishment of a community college or post-high school program, (5) the offerings in our vocational educational classes are not broad enough to prepare our young people to enter the world of work, (6) some schools should be developed into community centers to provide educational and cultural needs for the adults of the community, (7) a factor which holds back the progress of education is that the general public does not receive enough information about what the schools are trying to do, (8) counties should be permitted to combine their resources in order to provide a better education for all the children, (9) the federal government should contribute more money to education, (10) the state government should contribute more money to education, (11) the county government should contribute more money to education, (12) the most important factor in the success of a school system is not the land area it covers, but the quality of education the children receive in the schools.

There was no distinct majority of opinion which agreed with the following factors: (1) school funds could be spent more wisely if several counties shared the expenses in providing new buildings and equipment for the schools, and (2) a high school should have a graduating class of at least one hundred in order to provide a high quality educational program.

In considering the absence of a clear "agree" majority to the statement "school funds could be spent more wisely if several counties shared the expenses in providing new buildings and equipment for the schools, " it appears that this statement was confusing to the respondents. Many of the respondents communicated by written response that they would not agree to this statement for fear that they would lose the school building in their community. Thus, it appears that the statement was not clear in defining the difference between an intermediate administrative unit and consolidation of local schools.

The statement "a high school should have a graduating class of at least one hundred in order to provide a high quality educational program" received

a 42.7 per cent "disagree" response. It would appear that this statement was of a more technical nature in comparison to the remaining thirteen statements and the knowledge base of the respondents would not permit polarization of opinions, either postively or negatively.

The respondents were requested to give an opinion to the statement "the offerings in our vocational education classes are not broad enough to prepare our young people to enter the world of work." The data indicates that 66.6 per cent of the respondents agreed to the statement; 14.3 per cent of the respondents disagreed and 19.2 per cent of the respondents were "undecided." The data obtained relative to this statement appears to be supported by a study made by the West Virginia Research Coordinating Unit for Vocational Education, Huntington, West Virginia.[5] This report dealt with some of the attitudes toward vocational education held by secondary school administrators and Boards of Education members. The findings of the study included:

1. In spite of the apparent support of vocational education, the respondents indicated they did not believe present vocational programs were effectively preparing students for today's world of work,

2. Respondents reported they did not feel their respective counties were providing a wide enough variety of vocational educational programs to meet the diverse interests, abilities, and needs of students not going to college,

3. A lack of sufficient money for support of vocational education was identified as a major reason why there was not more vocational education in public schools,

4. The respondents felt the cost of vocational education could be justified in terms of the number of persons it made useful members of society.

Intermediate Administrative Unit

The proponents of the intermediate administrative unit appear to

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[5]Charles Divita, "Attitudes Toward Vocational Education in the Secondary Schools of West Virginia. Part I: School Administrators and Board of Education Members," Research in Education, 4:10, October, 1969, p. 122.

support the thesis that by sharing resources many and varied benefits will accrue to those local school districts who share their resources, especially, a more efficient expenditure of resources. This thesis appears to be supported in a research study by the North West Regional Educational Laboratory, Portland, Oregon, and Northern Montana College, Havre, Montana. The study attempted to identify, synthesize, and evaluate shared services research and development efforts conducted throughout the nation.[6] The report concludes that:

1. Shared services have improved measurable human behavior in those studies which were controlled and subjected to effectiveness measurement,

2. Of the two hundred and fifteen projects studied, each can now demonstrate expanded educational services,

3. Cooperative purchasing and sharing services can provide materials and services at a lower per capita cost,

4. Shared services can demonstrate an improvement in the quality of education within schools with no loss of autonomy by the local district,

5. Shared services activity has little effect on whether districts do or do not reorganize, and

6. There is a recognized need for a more highly developed channel of communication among rural educators.

In a recent edition of Education U.S.A. it was indicated that the growth of the intermediate unit as a service agency between the state and local levels of educational government has grown significantly. The article states:

> Washington has 14 intermediate school districts serving local systems in 39 counties. Texas, with perhaps the most sweeping reorganization, has 20 educational service centers serving 254

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[6]Northern Montana College and North West Regional Educational Laboratory, "Project Report, Part One, Final Report for Phase I, Rural Shared Services," Research in Education, 4:9, Sept., 1969, p. 87.

> counties. Iowa's plan calls for 16 units for its 99 counties. Nebraska has 17 educational service units and Michigan has 60 intermediate school districts. The Michigan districts carry on programs of special education and staff and curriculum development, and operate educational, diagnostic, and remediation centers for speech, reading, educational guidance, social work, and vocational rehabilitation. They offer educational research operations and testing services, including a central lending library of tests, scoring and computing services, as well as cooperative purchasing and quality control programs to acquire such items as food, paper stock, standard items of machinery, fuel, and bus fleets. They train cooks, bus drivers, office staffs, and maintenance personnel; operate instructional materials centers; and provide data processing.[7]

Presently, Ohio legislators are currently considering legislation relating to the intermediate unit of educational administration. The Ohio plan would setup no more than 40 education resource centers to provide its 88 counties with:

1. Curriculum services, including specialists in reading, math, science, English, curriculum research program development, special education, instructional media, and library services.

2. Pupil personnel services, including psychological services, pupil accounting, pupil attendance, pupil testing, visiting teachers, statistical reporting, vocational education, and programs for exceptional children.

3. Coordination and advisory services, including business and finance consultation, legal and negotiation advisory services, and federal program planning.

4. Auxiliary services, including statistical information, accounting, payroll, audio-visual materials centers, in-service training, cooperative purchasing, and educational radio.

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[7]Education U.S.A. (Washington, D.C.: National School Public Relations Association) March 9, 1970, p. 153.

5. Transportation services, including planning and coordination of routing, non-public school transportation, and maintenance of buses.[8]

William P. McClure has suggested three basic criteria for a strong state school system. They are: (1) the first and most fundamental is the optimization of conditions for learning and instruction, (2) the capacity to provide service to support learning and instruction, and (3) the balance of control, with the central focus residing in the local school system.[9] McClure refers to the regional administrative unit as a cooperative between the state educational office and the local school district. Figure I[10] is provided by McClure to indicate the relationships between educational agencies at different levels of government and their respective functions; his Figure symbolizes the local school system as the central unit for the operation and control of education. Further, he states "as the capacity of this unit is strengthened and expanded there is a concominent change in certain functions in regional and state agencies.[11]

The literature provides the educational researcher with many and varied criteria for the objectives, operationalizing procedures, and/or philosophy of a regional administrative unit. The Department of Rural Education, National Education Association, has indicated that experience in the establishment and operation of regional administrative units dictate

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[8]Ibid.

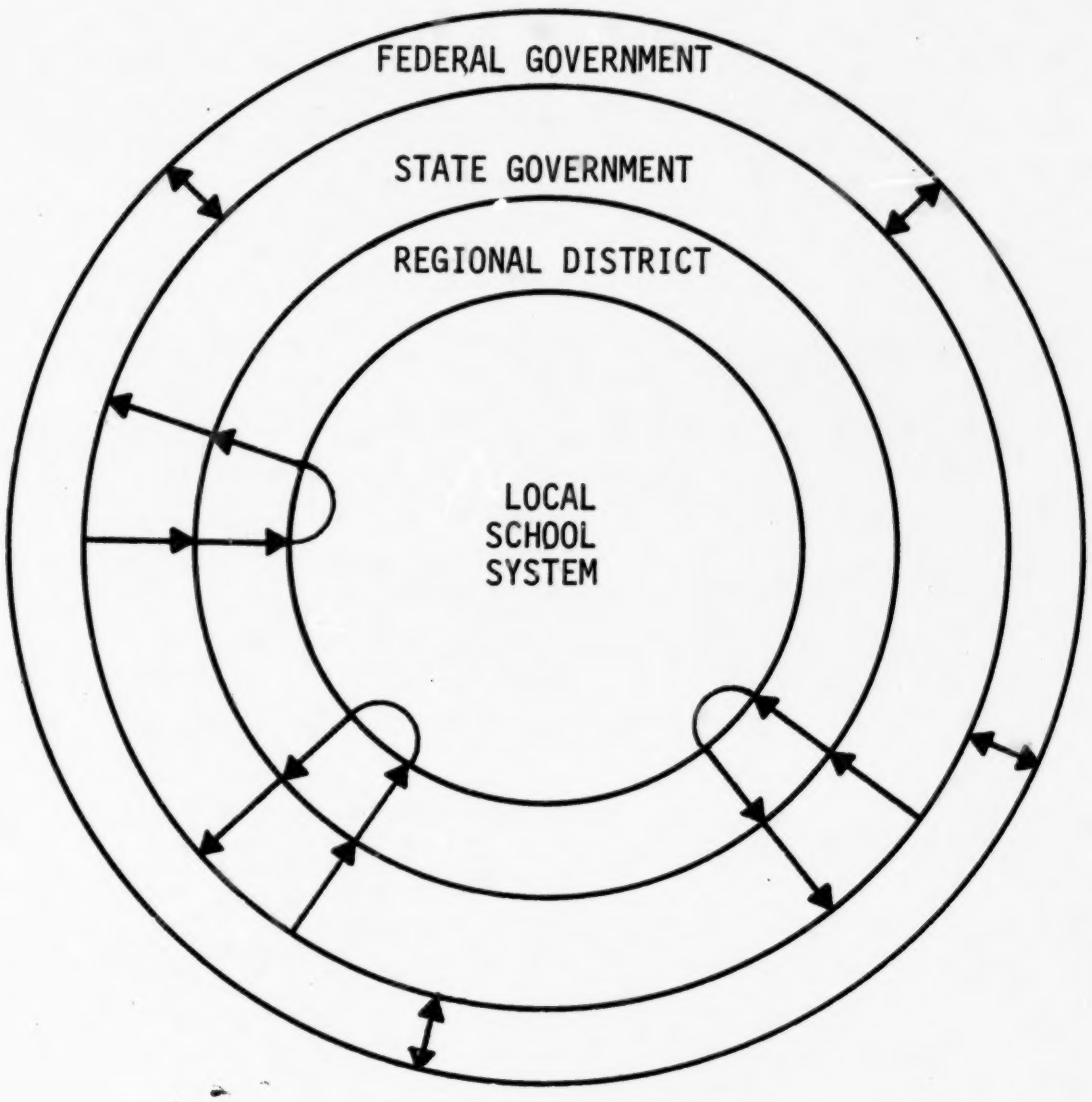
[9]W. P. McClure, "Some Thoughts on a Model of State School System Design," Journal on State School Systems, 1:1, Spring, 1967, p. 47.

[10]Ibid., p. 48.

[11]Ibid., p. 49.

Figure 1

DIRECTIONS OF RELATIONSHIPS BETWEEN EDUCATIONAL AGENCIES AT DIFFERENT LEVELS OF GOVERNMENT



Level of Government	⇄ Relationships Functions
Federal	Leadership in providing a national forum to clarify ideas, needs, and purposes; communication; federal-state fiscal policies.
State	Educational policy decisions: clientele to be served; programs and services; personnel; facilities; criteria for organization of regional and local districts; allocation of funds to local systems; and delegation of responsibility to regional and local systems.
Regional (intermediate) district	Special cooperative programs and services.
Local school system	Operational decisions: organization of curriculum and staff; supervision; decision on the "mix" of programs and supporting services; microallocation of funds; evaluation.

the following considerations:

1. The services of the center (program mix) should be highly specialized, never duplicating other operations in the state system, being highly complimentary to local school efforts and closely supplementary to state level operations.

2. The services of the center should be physically accessible to its constituents.

3. The center, being a public school enterprise, should be financed with public funds.

4. The constituency of the center should be made up of a school population of at least 50,000 ADM in order that economic justification can be found for the maintenance of a reasonably well articulated program mix.

5. The program of the center must meet some standards: (a) must be appropriate for regional operation--not state level or local level; (b) must be discreetly specialized; (c) must be necessary to the well-being of its educational constituents and the state system; (d) must offer the best in the way of sophisticated practice that technology and educational and para-educational disciplines have to offer.

6. Staffing of the center should be based on the division of labor by speciality: a practitioner in a learning disability center should be an educational psychologist--should practice as an educational psychologist and have no other duties; a curriculum consultant in mathematics should be a scholar in mathematics and have no job assignments outside of the field of mathematics.

7. The organization operating the center should be an integral part of the state's system of schools. To the extent it is legally and operationally "in the line" as a part of the system, its behavior will be more responsive to constituent demand and more responsible to the state system.

8. Institutional integrity is to be sought after in regional service centers. Standards of service, staffing, behavior, accessibility, and responsibility, cannot be maintained without it. Integrity is not achieved by casual arrangement; cooperate structure is required.

9. Formal arrangement must be made within the state system to require or at least encourage the regional center to behave in a responsible and therefore serviceable and viable fashion. Formal arrangements of a political, legal, or fiscal nature must pertain so as to tie the state system

> together and insure meaningful communication with the system.[12]

Recently, one hundred and ten professional educators in Region I, West Virginia, were interviewed and asked the question "Do you believe there are specific functions which can be more efficiently or effectively implemented on a regional basis?" Region I, West Virginia, includes the following counties: Barbour, Doddridge, Harrison, Lewis, Marion, Monongalia, Preston, Randolph, Taylor, Tucker, and Upshur. Region I has a total land area of approximately 4,800 square miles and a total pupil population of approximately 70,000 pupils.

The interviewees consisted of superintendents, central office administrators, principals, and teachers in Region I.

> Approximately 66.0 per cent of the interviewees believed that there were specific functions which could be effectively or efficiently implemented on a regional basis. The interviewees indicated that a regional educational service center might provide the following functions for the schools it serves: centralized purchasing, data processing, faculty recruitment, sharing of highly specialized personnel, sharing facilities, and in-service training.[13]

The eight county school systems in Region I, West Virginia, are serviced by the Curriculum Improvement Center. The Curriculum Improvement Center is a regional service agency funded through E.S.E.A., Title III; it services approximately 28,300 pupils over land area of 3,490 square miles.

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[12] Regional Educational Service Agency Prototypes, Optional Statuatory Arrangements and Suggestions for Implementation (Washington, D.C.: Department of Rural Education, National Education Association, January , 1967), p. 75.

[13] D. A. Puzzuoli, The North Central West Virginia Learning Resources Center, End of Project Report (Morgantown, West Virginia: West Virginia University, January, 1970) p. 73.

A survey questionnaire was administered to a random sample of professional educators in the schools of Region I. The sample population which received the questionnaire consisted of 29 central office staff members, 78 principals, and 227 teachers for a grand total of 334 subjects. The results of the questionnaire appear to indicate that the professional educators in Region I support the concept of a regional service agency. The responses to the questionnaire appear to indicate that due to the activities of the Curriculum Improvement Center (1) cooperation between the school systems in the Region have significantly increased, (2) communication between the schools in the Region have improved, (3) the Center's staff have helped in upgrading the learning experiences of the pupils in the Region, (4) the Center was fulfilling an educational need in the schools of the Region, and (5) the Center has had a positive impact upon the schools and pupils in the Region.[14]

In summary, it would appear that the data collected through this Survey, and the literature reviewed, are supportive evidence for a proposal to establish regional administrative units in the state school system of West Virginia. There appears to be strong and supportive evidence from the educators in Region I and II that the establishment of regional administrative units would meet specific and identifiable educational needs. In addition, through a clear, honest, and strong public "educational program" directed to the citizens of West Virginia relating to the functions, objectives, and philosophies of a regional administrative unit, support for statutory and regulatory legislation in this educational dimension could be generated.

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[14]D. A. Puzzuoli and P. J. Wholley, The Curriculum Improvement Center End of Project Report (Morgantown, W.Va.: West Virginia University, January, 1970), p. 49-53.

Appendix A

TO: Selected Citizens of Region II

SUBJECT: The Improvement of Education

The people and educators in your County are consistently trying to improve learning experiences for the children. The educators in your County Schools are requesting your help in assisting them to provide a worthy and useful education for the children in the Region.

You have been selected to participate in a survey which could provide information for the administrators of your County Schools and the State of West Virginia. The information obtained from you will be used to provide data for decisions which will assist educators in improving the education of the children throughout the Region. This study is under way to help the schools of the Region do a better job in educating children. It is a sincere belief of all the agencies involved in this study that "good schools" take into account the values and beliefs of the people the schools serve.

It is with the above in mind, that we sincerely seek your cooperation in assisting us to provide a better learning experience for the children of the Region. It is hoped you will take the time to carefully and thoroughly answer the questions in this questionnaire.

After you have completed the questionnaire, please seal it in the envelope provided and return it to the child who delivered it to you. Thank you.

David A. Puzzuoli
Suite 807, Forestry Tower
West Virginia University
Morgantown, West Virginia 26506

QUESTIONNAIRE
Region II, Educational Planning

PART A: This part of the questionnaire seeks basic information related to the background of those persons answering the questionnaire.

Please use PEN or PENCIL!

1. Your age falls within the following range: (Please check one)

less than 25_____
25 to 34_____
35 to 44_____
45 to 54_____
55 to 64_____
65 or above_____

2. Sex: (please check one) Male_____ Female_____

3. The highest grade or number of years of school which you have completed is: (please check one)

6 or less_____
7 to 9_____
10 to 12_____
15 to 16_____
17 to 18_____
18 or more_____

4. The income of your family is: (please check one)

$3,000 or less_____
$3,001 to $5,000_____
$5,001 to $7,000_____
$7,001 to $9,000_____
$9,001 to $12,000_____
$12,001 to $15,000_____
$15,001 to $20,000_____
$20,001 or more_____

5. You have been a resident of_____County for: (please check one) Please write your County name in the Blank.

2 years or less_____
3 years to 5 years_____
6 years to 10 years_____
11 years to 15 years_____
16 years to 20 years_____
21 years to 25 years_____
26 years or more_____

6. Please check one of the following:

I own my home_____ I rent my home_____

7. Your marital status is: (please check one)

Single_____
Married_____
Separated_____
Divorced_____
Widow_____
Widower_____

8. The number of children you presently have in school are: (please check one)

None_____
1 or 2_____
3 or 4_____
5 or more_____

PART B: This part of the questionnaire asks your opinion about the schools as they are presently being operated.

1. The method you use most often to obtain information about the schools is the: (please check one only)

Newspaper_____ Teachers_____ School Board_____
Radio_____ Principals_____ Students_____
Television_____ Superintendent_____ Other_____
PTA_____ Friends_____

If you have checked "other", please specify_____

_____

2. The strongest points of your school system are: (please check one or more)

Special education for slower pupils _____
The needs of all the children are met _____
The quality of the vocational educational program_____
The quality of the guidance program _____
The quality of the teachers _____
The quality of the libraries _____
The condition of the buildings _____
None of the above _____
Other _____

If you have checked "other," please specify_____

_____

3. The weakest points of your school system are: (please check one or more)

Special education for alower pupils _____
The needs of all the children are met _____
The quality of the vocational educational program_____
The quality of the guidance program _____
The quality of the teachers _____
The quality of the libraries _____
The conditon of the buildings _____
None of the above _____
Other _____

If you have checked "other," please specify_____

_____

4. The schools should provide the students with better services in the areas of: (please check one or more)

Medical services_____ Adult education_____
Dental services_____ School drop-out prevention_____
Speech Therapy_____ Remedial reading_____
Psychological services_____ Other_____
Special education_____

If you have checked "other," please specify_____

_____

PART C: This part of the questionnaire asks your opinion about certain aspects of the schools. Please circle the number following each statement which best describes your attitude about the statement in relation to the following scale: 1=strongly agree, 2=agree, 3=undecided, 4=disagree, 5=strongly disagree.

PLEASE CIRCLE ONE ONLY

1.	Education is the best investment we can make with our taxes to guarantee the future of our country.	1 2 3 4 5
2.	School funds could be spent more wisely if several counties shared the expenses in such areas as: medical services, remedial reading programs, special education, curriculum specialists, etc.	1 2 3 4 5
3.	School funds could be spent more wisely if several counties shared the expenses in providing new buildings and equipment for the schools.	1 2 3 4 5
4.	School management and planning could be more wisely accomplished if several counties cooperated by sharing their resources.	1 2 3 4 5
5.	The educational system of West Virginia should be changed in order that several counties may combine their resources in order to provide for the establishment of a community college or post-high school program.	1 2 3 4 5
6.	The offerings in our vocational education classes are not broad enough to prepare our young people to enter the world of work.	1 2 3 4 5
7.	Some schools should be developed into community centers to provide educational and cultural needs for the adults of the community.	1 2 3 4 5
8.	A factor which holds back the progress of education is that the general public does not receive enough information about what the schools are trying to do.	1 2 3 4 5
9.	Counties should be permitted to combine their resources in order to provide a better education for the children.	1 2 3 4 5
10.	The federal government should contribute more money to education.	1 2 3 4 5
11.	The state government should contribute more money to education.	1 2 3 4 5

12.	The county government should contribute more money to education.	1 2 3 4 5
13.	A high school should have a graduating class of at least 100 in order to provide a high quality of educational program.	1 2 3 4 5
14.	The most important factor in the success of a school system is not the land area it covers but the quality of the education the children receive in the school.	1 2 3 4 5

Appendix B

SECTION A: DEMOGRAPHIC CLASSIFICATION OF SAMPLE POPULATION

Table IX

PERCENTAGE AND FREQUENCY OF AGE DISTRIBUTION OF RESPONDENTS

Age Classification in Years	Frequency	Percentage
less than 25	130	6.6
25-34	532	27.1
35-44	756	38.6
45-54	358	18.3
55-64	133	6.8
65 or above	52	2.7

Table X

PERCENTAGE AND FREQUENCY DISTRIBUTION OF NUMBER OF YEARS OF SCHOOL COMPLETED BY RESPONDENTS

School Years Completed	Frequency	Percentage
6 or less	118	6.0
7 to 9	467	23.9
10 to 12	966	49.5
13 to 14	142	7.3
15 to 16	134	6.9
17 to 18	62	3.2
18 or more	62	3.2

TABLE XI

PERCENTAGE AND FREQUENCY DISTRIBUTION OF FAMILY INCOME OF RESPONDENTS

Income	Frequency	Percentage
$3,000 or less	347	18.8
$ 3,001 to $ 5,000	400	21.7
$ 5,001 to $ 7,000	371	20.1
$ 7,001 to $ 9,000	313	17.0
$ 9,001 to $12,000	223	12.1
$12,001 to $15,000	94	5.1
$15,001 to $20,000	49	2.7
$20,001 or more	45	2.4

TABLE XII

PERCENTAGE AND FREQUENCY DISTRIBUTION OF YEARS RESIDENCY OF RESPONDENTS IN THEIR PARTICULAR COUNTIES

Residency	Frequency	Percentage
2 years or less	153	7.9
3 years to 5 years	120	6.2
6 years to 10 years	153	7.9
11 years to 15 years	160	8.2
16 years to 20 years	133	6.8
21 years to 25 years	147	7.6
26 years or more	1077	55.4

TABLE XIII

PERCENTAGE AND FREQUENCY DISTRIBUTION OF RESPONDENTS OWNING OR RENTING HOME

Respondents	Frequency	Percentage
Owning Home	1369	72.8
Renting Home	512	27.2

TABLE XIV

PERCENTAGE AND FREQUENCY DISTRIBUTION OF MARITAL STATUS OF RESPONDENTS

Marital Status	Frequency	Percentage
Single	59	3.0
Married	1737	88.4
Separated	41	2.1
Divorced	45	2.3
Widow	70	3.6
Widower	13	0.7

TABLE XV

PERCENTAGE AND FREQUENCY DISTRIBUTION OF NUMBER OF CHILDREN RESPONDENTS PRESENTLY HAVE IN SCHOOL

Number of Children	Frequency	Percentage
None	348	17.8
1 or 2	842	43.0
3 or 4	585	29.8
5 or more	184	9.4

TABLE XVI

SEX CLASSIFICATION OF RESPONDENTS

Sex	Frequency	Percentage
Male	711	40.1
Female	1064	59.9

TABLE XVII

FREQUENCY AND PERCENTAGE DISTRIBUTION OF PUBLIC OPINIONS ON THE FOURTEEN STATEMENTS GIVEN IN SECTION C

Statement	Frequency					Per Cent				
	1	2	3	4	5*	1	2	3	4	5*
1. Education is the best investment we can make with our taxes to guarantee the future of our country.	1,183	590	57	51	31	61.9	30.9	3.0	2.7	1.6
2. School funds could be spent more wisely if several counties shared the expenses in such areas as: medical services, remedial reading programs, special education, curriculum specialists, etc.	463	686	409	245	85	24.5	36.3	21.7	13.0	4.5
3. School funds could be spent more wisely if several counties shared the expenses in providing new buildings and equipment for the schools.	364	500	407	453	148	19.4	26.7	21.7	24.2	7.9
4. School management and planning could be more wisely accomplished if several counties cooperated by sharing their resources.	310	623	477	358	99	16.6	33.4	25.5	19.2	5.3
5. The educational system of West Virginia should be changed in order than several counties may combine their resources in order to provide for the establishment of a community college or post-high school program.	395	605	536	230	101	21.2	32.4	28.7	12.3	5.4
6. The offerings in our vocational education classes are not enough to prepare our young people to enter the world of work.	558	680	357	223	42	30.0	36.6	19.2	12.0	2.3

Appendix C

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Statement (Cont)	Frequency 1	2	3	4	5	Per Cent 1	2	3	4	5
7. Some schools should be developed into community centers to provide educational and cultural needs for the adults of the community.	493	793	338	178	64	26.4	42.5	18.1	9.5	3.4
8. A factor which holds back the progress of education is that the general public does not receive enough information about what the schools are trying to do.	680	784	202	161	49	36.2	41.8	10.8	8.6	2.6
9. Counties should be permitted to combine their resources in order to provide a better education for the children.	411	638	431	265	104	22.2	34.5	23.3	14.3	5.6
10. The federal government should contribute more money to education.	718	614	286	155	102	38.8	33.7	15.3	8.3	5.4
11. The state government should contribute more money to education.	767	824	211	38	35	40.9	43.9	11.3	2.0	1.9
12. The county government should contribute more money to education.	616	698	369	125	51	33.1	37.5	19.8	6.7	2.7
13. A high school should have a graduating class of at least 100 in order to provide a high quality educational program.	287	366	416	540	258	15.4	19.6	22.3	28.9	13.8
14. The most important factor in the success of a school system is not the land area it covers but the quality of the education the children received in the school.	1,340	438	62	28	28	70.7	23.1	3.3	1.5	1.5

*Responses are based on the following scale:
1=strongly agree; 2=agree; 3=undecided; 4=disagree; 5=strongly disagree

TABLE XIX

FREQUENCY AND PERCENTAGE DISTRIBUTION OF METHODS USED BY RESPONDENTS TO OBTAIN INFORMATION ABOUT THE SCHOOLS: BERKELEY COUNTY

Method	Frequency	Percentage
Newspapers	216	38.5
Students	119	21.3
Teachers	60	10.7
PTA	69	7.4
Radio	39	7.0
Friends	16	2.9
Principals	20	3.6
School board	9	1.6
Television	3	0.5
Superintendent	5	0.9
Other	5	0.9
TOTALS	561	100.0

TABLE XX

FREQUENCY AND PERCENTAGE OF STRONGEST POINTS OF SCHOOL SYSTEMS AS INDICATED BY RESPONDENTS: BERKELEY COUNTY

	Frequency	Percentage
The quality of teachers	187	26.6
Special education for slower pupils	105	14.9
The needs of all the children are met	126	17.9
The condition of the buildings	55	7.8
The quality of the vocational educational program	58	8.2
The quality of the libraries	49	7.0
The quality of the guidance program	25	3.6
None of the above	84	11.9
Other	15	2.1
TOTALS	704	100.0

TABLE XXI

FREQUENCY AND PERCENTAGE DISTRIBUTION OF WEAKEST POINTS OF SCHOOL SYSTEMS AS INDICATED BY RESPONDENTS: BERKELEY COUNTY

	Frequency	Percentage
The condition of the buildings	271	28.1
Special education for slower pupils	152	15.8
The needs of all the children are met	144	14.9
The quality of the teachers	118	12.2
The quality of the guidance program	97	10.1
The quality of the vocational educational program	63	6.5
The quality of the libraries	74	7.7
None of the above	16	1.7
Other	29	3.0
TOTALS	964	100.00

TABLE XXII

FREQUENCY AND PERCENTAGE DISTRIBUTION OF BETTER SERVICES SCHOOLS SHOULD PROVIDE AS INDICATED BY RESPONDENTS: BERKELEY COUNTY

	Frequency	Percentage
School drop-out prevention	233	19.8
Special education	211	18.7
Remedial reading	166	14.7
Speech therapy	132	11.7
Psychological services	143	12.7
Medical services	75	6.6
Dental services	84	7.4
Adult education	61	5.4
Other	34	3.0
TOTALS	1139	100.0

TABLE XXIII

FREQUENCY AND PERCENTAGE DISTRIBUTION OF METHODS USED BY RESPONDENTS TO OBTAIN INFORMATION ABOUT THE SCHOOLS: GRANT COUNTY

Method	Frequency	Percentage
Newspapers	40	31.7
Students	27	21.4
Teachers	18	14.3
PTA	13	10.3
Radio	10	7.9
Friends	6	4.8
Principals	5	4.0
School board	1	0.8
Television	1	0.8
Superintendent	4	3.2
Other	1	0.8
TOTALS	126	100.0

TABLE XXIV

FREQUENCY AND PERCENTAGE OF STRONGEST POINTS OF SCHOOL SYSTEMS AS INDICATED BY RESPONDENTS: GRANT COUNTY

	Frequency	Percentage
The quality of teachers	31	17.5
Special education for slower pupils	36	20.3
The needs of all the children are met	23	13.0
The condition of the buildings	28	15.8
The quality of the vocational educational program	14	7.5
The quality of the libraries	16	9.0
The quality of the guidance program	10	5.6
None of the above	12	6.8
Other	7	4.0
TOTALS	170	100.0

TABLE XXV

FREQUENCY AND PERCENTAGE DISTRIBUTION OF WEAKEST POINTS OF SCHOOL SYSTEMS AS INDICATED BY RESPONDENTS: GRANT COUNTY

	Frequency	Percentage
The condition of the buildings	29	14.8
Special education for slower pupils	24	12.2
The needs of all the children are met	41	20.9
The quality of the teachers	36	18.4
The quality of the guidance program	23	11.7
The quality of the vocational educational program	18	9.2
The quality of the libraries	12	6.1
None of the above	6	3.1
Other	7	3.6
TOTALS	196	100.00

TABLE XXVI

FREQUENCY AND PERCENTAGE DISTRIBUTION OF BETTER SERVICES SCHOOLS SHOULD PROVIDE AS INDICATED BY RESPONDENTS: GRANT COUNTY

	Frequency	Percentage
School drop-out prevention	54	23.0
Special education	49	20.9
Remedial reading	20	8.5
Speech therapy	21	8.9
Psychological services	10	4.3
Medical services	24	10.2
Dental services	30	12.8
Adult education	20	8.5
Other	7	3.0
TOTALS	235	100.0

TABLE XXVII

FREQUENCY AND PERCENTAGE DISTRIBUTION OF METHODS USED BY RESPONDENTS TO OBTAIN INFORMATION ABOUT THE SCHOOLS: HAMPSHIRE COUNTY

Method	Frequency	Percentage
Newspapers	40	16.6
Students	69	28.6
Teachers	44	18.3
PTA	26	10.8
Radio	6	2.5
Friends	24	10.0
Principals	13	5.4
School board	5	2.1
Television	6	2.5
Superintendent	3	1.2
Other	5	2.1
TOTALS	241	100.0

TABLE XXVIII

FREQUENCY AND PERCENTAGE OF STRONGEST POINTS OF SCHOOL SYSTEMS AS INDICATED BY RESPONDENTS: HAMPSHIRE COUNTY

	Frequency	Percentage
The quality of teachers	66	20.8
Special education for slower pupils	58	18.3
The needs of all the children are met	38	12.0
The condition of the buildings	63	19.9
The quality of the vocational educational program	18	5.7
The quality of the libraries	13	4.1
The quality of the guidance program	14	4.4
None of the above	38	12.0
Other	9	2.8
TOTALS	317	100.0

TABLE XXIX

FREQUENCY AND PERCENTAGE DISTRIBUTION OF WEAKEST POINTS OF SCHOOL SYSTEMS AS INDICATED BY RESPONDENTS: HAMPSHIRE COUNTY

	Frequency	Percentage
The condition of the buildings	27	7.3
Special education for slower pupils	80	21.6
The needs of all the children are met	71	19.2
The quality of the teachers	70	18.9
The quality of the guidance program	31	8.4
The quality of the vocational educational program	36	9.7
The quality of the libraries	24	6.5
None of the above	13	3.5
Other	18	4.9
TOTALS	370	100.0

TABLE XXX

FREQUENCY AND PERCENTAGE DISTRIBUTION OF BETTER SERVICES SCHOOLS SHOULD PROVIDE AS INDICATED BY RESPONDENTS: HAMPSHIRE COUNTY

	Frequency	Percentage
School drop-out prevention	105	24.9
Special education	78	18.5
Remedial reading	44	10.5
Speech therapy	39	9.3
Psychological services	33	7.8
Medical services	39	9.3
Dental services	44	10.5
Adult education	29	6.9
Other	10	2.4
TOTALS	412	100.0

TABLE XXXI

FREQUENCY AND PERCENTAGE DISTRIBUTION OF METHODS USED BY RESPONDENTS TO OBTAIN INFORMATION ABOUT THE SCHOOLS: HARDY COUNTY

Method	Frequency	Percentage
Newspapers	31	16.3
Students	43	22.6
Teachers	29	15.3
PTA	33	17.4
Radio	12	6.3
Friends	18	9.5
Principals	12	6.3
School board	6	3.2
Television	2	1.1
Superintendent	2	1.1
Other	2	1.1
TOTALS	190	100.0

TABLE XXXII

FREQUENCY AND PERCENTAGE OF STRONGEST POINTS OF SCHOOL SYSTEMS AS INDICATED BY RESPONDENTS: HARDY COUNTY

	Frequency	Percentage
The quality of teachers	79	32.5
Special education for slower pupils	26	10.7
The needs of all the children are met	27	11.1
The condition of the buildings	23	9.5
The quality of the vocational educational program	21	8.6
The quality of the libraries	23	9.5
The quality of the guidance program	13	5.3
None of the above	26	10.7
Other	5	2.1
TOTALS	243	100.0

TABLE XXXIII

FREQUENCY AND PERCENTAGE DISTRIBUTION OF WEAKEST POINTS OF SCHOOL SYSTEMS AS INDICATED BY RESPONDENTS: HARDY COUNTY

	Frequency	Percentage
The condition of the buildings	79	20.9
Special education for slower pupils	80	21.2
The needs of all the children are met	69	18.3
The quality of the teachers	30	7.9
The quality of the guidance program	39	10.3
The quality of the vocational educational program	47	12.4
The quality of the libraries	21	5.6
None of the above	9	2.4
Other	4	1.1
TOTALS	378	100.0

TABLE XXXIV

FREQUENCY AND PERCENTAGE DISTRIBUTION OF BETTER SERVICES SCHOOLS SHOULD PROVIDE AS INDICATED BY RESPONDENTS: HARDY COUNTY

	Frequency	Percentage
School drop-out prevention	105	25.5
Special education	80	19.4
Remedial reading	41	10.0
Speech therapy	42	10.2
Psychological services	33	8.0
Medical services	45	10.9
Dental services	33	8.0
Adult education	23	5.6
Other	10	2.4
TOTALS	412	100.0

TABLE XXXV

FREQUENCY AND PERCENTAGE DISTRIBUTION OF METHODS USED BY RESPONDENTS TO OBTAIN INFORMATION ABOUT THE SCHOOLS: JEFFERSON COUNTY

Method	Frequency	Percentage
Newspapers	76	25.3
Students	64	21.3
Teachers	51	17.0
PTA	42	14.0
Radio	20	6.7
Friends	16	5.3
Principals	8	2.7
School board	7	2.3
Television	6	2.0
Superintendent	0	0.0
Other	10	3.3
TOTALS	300	100.0

TABLE XXXVI

FREQUENCY AND PERCENTAGE OF STRONGEST POINTS OF SCHOOL SYSTEMS AS INDICATED BY RESPONDENTS: JEFFERSON COUNTY

	Frequency	Percentage
The quality of teachers	101	26.4
Special education for slower pupils	75	19.6
The needs of all the children are met	56	14.6
The condition of the buildings	29	7.6
The quality of the vocational educational program	15	3.9
The quality of the libraries	16	4.2
The quality of the guidance program	33	8.6
None of the above	46	12.0
Other	12	3.1
TOTALS	383	100.0

TABLE XXXVII

FREQUENCY AND PERCENTAGE DISTRIBUTION OF WEAKEST POINTS OF SCHOOL SYSTEMS AS INDICATED BY RESPONDENTS: JEFFERSON COUNTY

	Frequency	Percentage
The condition of the buildings	88	17.4
Special education for slower pupils	77	15.2
The needs of all the children are met	95	18.7
The quality of the teachers	58	11.4
The quality of the guidance program	55	10.8
The quality of the vocational educational program	59	11.6
The quality of the libraries	48	9.5
None of the above	10	2.0
Other	17	3.4
TOTALS	497	100.0

TABLE XXXVIII

FREQUENCY AND PERCENTAGE DISTRIBUTION OF BETTER SERVICES SCHOOLS SHOULD PROVIDE AS INDICATED BY RESPONDENTS: JEFFERSON COUNTY

	Frequency	Percentage
School drop-out prevention	126	21.6
Special education	98	16.8
Remedial reading	66	11.3
Speech therapy	63	10.8
Psychological services	58	10.0
Medical services	58	10.0
Dental services	36	6.2
Adult education	57	9.8
Other	20	3.4
TOTALS	582	100.0

TABLE XXXIX

FREQUENCY AND PERCENTAGE DISTRIBUTION OF METHODS USED BY RESPONDENTS TO OBTAIN INFORMATION ABOUT THE SCHOOLS: MINERAL COUNTY

Method	Frequency	Percentage
Newspapers	64	25.5
Students	67	26.7
Teachers	37	14.7
PTA	28	11.2
Radio	16	6.4
Friends	13	5.2
Principals	12	4.8
School board	1	0.4
Television	2	0.8
Superintendent	2	0.8
Other	9	3.6
TOTALS	251	100.0

TABLE XL

FREQUENCY AND PERCENTAGE OF STRONGEST POINTS OF SCHOOL SYSTEMS AS INDICATED BY RESPONDENTS: MINERAL COUNTY

	Frequency	Percentage
The quality of teachers	52	16.4
Special education for slower pupils	58	18.3
The needs of all the children are met	34	10.7
The condition of the buildings	14	4.4
The quality of the vocational educational program	80	25.2
The quality of the libraries	14	4.4
The quality of the guidance program	14	4.4
None of the above	40	12.6
Other	11	3.5
TOTALS	317	100.0

TABLE XLI

FREQUENCY AND PERCENTAGE DISTRIBUTION OF WEAKEST POINTS OF SCHOOL SYSTEMS AS INDICATED BY RESPONDENTS: MINERAL COUNTY

	Frequency	Percentage
The condition of the buildings	145	31.1
Special education for slower pupils	66	14.2
The needs of all the children are met	60	12.9
The quality of the teachers	85	18.2
The quality of the guidance program	37	7.9
The quality of the vocational educational program	20	4.3
The quality of the libraries	35	7.5
None of the above	5	1.1
Other	13	2.8
TOTALS	466	100.0

TABLE XLII

FREQUENCY AND PERCENTAGE DISTRIBUTION OF BETTER SERVICES SCHOOLS SHOULD PROVIDE AS INDICATED BY RESPONDENTS: MINERAL COUNTY

	Frequency	Percentage
School drop-out prevention	116	23.7
Special education	106	21.7
Remedial reading	42	8.6
Speech therapy	54	11.0
Psychological services	54	11.0
Medical services	46	9.4
Dental services	29	5.9
Adult education	25	5.1
Other	17	3.5
TOTALS	489	100.0

TABLE XLIII

FREQUENCY AND PERCENTAGE DISTRIBUTION OF METHODS USED BY RESPONDENTS TO OBTAIN INFORMATION ABOUT THE SCHOOLS: MORGAN COUNTY

Method	Frequency	Percentage
Newspapers	28	20.6
Students	44	32.4
Teachers	12	8.8
PTA	17	12.5
Radio	17	12.5
Friends	6	4.4
Principals	7	5.1
School board	1	0.7
Television	2	1.5
Superintendent	0	0.0
Other	2	1.5
TOTALS	136	100.0

TABLE XLIV

FREQUENCY AND PERCENTAGE OF STRONGEST POINTS OF SCHOOL SYSTEMS AS INDICATED BY RESPONDENTS: MORGAN COUNTY

	Frequency	Percentage
The quality of teachers	47	29.2
Special education for slower pupils	21	13.0
The needs of all the children are met	33	20.5
The condition of the buildings	10	6.2
The quality of the vocational educational program	10	6.2
The quality of the libraries	6	3.7
The quality of the guidance program	16	9.9
None of the above	14	8.7
Other	4	2.5
TOTALS	161	100.0

TABLE XLV

FREQUENCY AND PERCENTAGE DISTRIBUTION OF WEAKEST POINTS OF SCHOOL SYSTEMS AS INDICATED BY RESPONDENTS: MORGAN COUNTY

	Frequency	Percentage
The condition of the buildings	58	6.2
Special education for slower pupils	28	13.0
The needs of all the children are met	26	20.5
The quality of the teachers	32	29.2
The quality of the guidance program	12	9.9
The quality of the vocational educational program	14	6.2
The quality of the libraries	13	3.7
None of the above	2	8.7
Other	7	2.5
TOTALS	192	100.0

TABLE XLVI

FREQUENCY AND PERCENTAGE DISTRIBUTION OF BETTER SERVICES SCHOOLS SHOULD PROVIDE AS INDICATED BY RESPONDENTS: MORGAN COUNTY

	Frequency	Percentage
School drop-out prevention	67	31.6
Special education	32	15.1
Remedial reading	16	7.5
Speech therapy	22	10.4
Psychological services	14	6.6
Medical services	21	9.9
Dental services	16	7.5
Adult education	15	7.1
Other	9	4.2
TOTALS	212	100.0

TABLE XLVII

FREQUENCY AND PERCENTAGE DISTRIBUTION OF METHODS USED BY RESPONDENTS TO OBTAIN INFORMATION ABOUT THE SCHOOLS: PENDLETON COUNTY

Method	Frequency	Percentage
Newspapers	22	17.7
Students	47	37.9
Teachers	16	12.9
PTA	15	12.1
Radio	2	1.6
Friends	10	8.1
Principals	1	0.8
School board	1	0.8
Television	5	4.0
Superintendent	5	4.0
Other	0	0.0
TOTALS	124	100.0

TABLE XLVIII

FREQUENCY AND PERCENTAGE OF STRONGEST POINTS OF SCHOOL SYSTEMS AS INDICATED BY RESPONDENTS: PENDLETON COUNTY

	Frequency	Percentage
The quality of teachers	32	23.9
Special education for slower pupils	26	19.4
The needs of all the children are met	13	9.7
The condition of the buildings	24	17.9
The quality of the vocational educational program	3	2.2
The quality of the libraries	6	4.5
The quality of the guidance program	4	3.0
None of the above	22	16.4
Other	4	3.0
TOTALS	134	100.0

TABLE XLIX

FREQUENCY AND PERCENTAGE DISTRIBUTION OF WEAKEST POINTS OF SCHOOL SYSTEMS AS INDICATED BY RESPONDENTS: PENDLETON COUNTY

	Frequency	Percentage
The condition of the buildings	22	9.9
Special education for slower pupils	47	21.2
The needs of all the children are met	39	17.6
The quality of the teachers	50	22.5
The quality of the guidance program	18	8.1
The quality of the vocational educational program	25	11.3
The quality of the libraries	12	5.4
None of the above	3	1.4
Other	6	2.7
TOTALS	222	100.0

TABLE L

FREQUENCY AND PERCENTAGE DISTRIBUTION OF BETTER SERVICES SCHOOLS SHOULD PROVIDE AS INDICATED BY RESPONDENTS: PENDLETON COUNTY

	Frequency	Percentage
School drop-out prevention	67	29.6
Special education	49	21.7
Remedial reading	11	4.9
Speech therapy	24	10.6
Psychological services	18	8.0
Medical services	24	10.6
Dental services	21	9.3
Adult education	8	3.5
Other	4	1.8
TOTALS	226	100.0

Appendix E

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TABLE LI

SUMMARY OF PUBLIC OPINIONS IN RELATION TO THE FOURTEEN FACTORS GIVEN IN SECTION C OF THE QUESTIONNAIRE: BERKELEY COUNTY

Statement	N	Percentage of Responses		
		Agree	Undecided	Disagree
1. Education is the best investment we can make with our taxes to guarantee the future of our country.	558	91.9	3.0	5.0
2. School funds could be spent more wisely if several counties shared the expenses in such areas as: medical services, remedial reading programs, special education, curriculum specialists, etc.	557	57.6	20.3	22.0
3. School funds could be spent more wisely if several counties shared the expenses in providing new buildings and equipment for the schools.	550	43.1	20.0	36.9
4. School management and planning could be more wisely accomplished if several counties cooperated by sharing their resources.	546	47.4	23.8	28.7
5. The educational system of West Virginia should be changed in order that several counties may combine their resources in order to provide for the establishment of a community college or post-high school program.	548	48.9	31.8	19.2
6. The offerings in our vocational education classes are not broad enough to prepare our young people to enter the world of work.	546	64.3	18.5	18.2
7. Some schools should be developed into community centers to provide educational and cultural needs for the adults of the community.	544	71.7	15.4	12.9
8. A factor which holds back the progress of education is that the general public does not receive enough information about what the schools are trying to do.	551	77.9	8.9	13.2

TABLE LI (cont.)
BERKELEY COUNTY

Statement	N	Percentage of Responses Agree	Undecided	Disagree
9. Counties should be permitted to combine their resources in order to provide a better education for the children.	545	52.3	22.8	24.9
10. The federal government should contribute more money to education.	552	68.7	13.0	18.3
11. The state government should contribute more money to education.	553	87.9	8.1	4.0
12. The county government should contribute more money to education.	547	76.3	15.0	8.7
13. A high school should have a graduating class of at least 100 in order to provide a high quality educational program.	545	41.1	22.2	36.7
14. The most important factor in the success of a school system is not the land area it covers but the quality of education the children receive in the school.	557	94.2	3.1	2.7

TABLE LII

SUMMARY OF PUBLIC OPINIONS IN RELATION TO THE FOURTEEN FACTORS GIVEN IN SECTION C OF THE QUESTIONNAIRE: GRANT COUNTY

Statement	N	Percentage of Responses		
		Agree	Undecided	Disagree
1. Education is the best investment we can make with our taxes to guarantee the future of our country.	129	88.4	4.7	7.0
2. School funds could be spent more wisely if several counties shared the expenses in such areas as: medical services, remedial reading programs, special education, curriculum specialists, etc.	124	62.1	17.7	20.1
3. School funds could be spent more wisely if several counties shared the expenses in providing new buildings and equipment for the schools.	122	50.0	20.5	29.6
4. School management and planning could be more wisely accomplished if several counties cooperated by sharing their resources.	124	49.2	28.2	22.6
5. The educational system of West Virginia should be changed in order that several counties may combine their resources in order to provide for the establishment of a community college or post-high school program.	123	54.5	30.9	14.6
6. The offerings in our vocational education classes are not broad enough to prepare our young people to enter the world of work.	125	66.4	21.6	12.0
7. Some schools should be developed into community centers to provide educational and cultural needs for the adults of the community.	126	69.9	19.8	10.3
8. A factor which holds back the progress of education is that the general public does not receive enough information about what the schools are trying to do.	125	64.8	16.0	19.2

TABLE LII (cont.)
GRANT COUNTY

Statement	N	Percentage of Responses Agree	Undecided	Disagree
9. Counties should be permitted to combine their resources in order to provide a better education for the children.	123	60.1	24.4	15.5
10. The federal government should contribute more money to education.	125	73.6	16.0	10.4
11. The state government should contribute more money to education.	122	78.7	15.6	5.8
12. The county government should contribute more money to education.	123	57.8	28.5	13.9
13. A high school should have a graduating class of at least 100 in order to provide a high quality educational program.	125	30.4	26.4	43.2
14. The most important factor in the success of a school system is not the land area it covers but the quality of education the children receive in the school.	127	92.1	4.7	3.2

TABLE LIII

SUMMARY OF PUBLIC OPINIONS IN RELATION TO THE FOURTEEN FACTORS GIVEN IN SECTION C OF THE QUESTIONNAIRE: HAMPSHIRE COUNTY

Statement	N	Percentage of Responses Agree	Undecided	Disagree
1. Education is the best investment we can make with our taxes to guarantee the future of our country.	240	93.7	3.3	2.9
2. School funds could be spent more wisely if several counties shared the expenses in such areas as: medical services, remedial reading programs, special education, curriculum specialists, etc.	234	64.9	20.1	15.0
3. School funds could be spent more wisely if several counties shared the expenses in providing new buildings and equipment for the schools.	233	49.8	21.0	29.2
4. School management and planning could be more wisely accomplished if several counties cooperated by sharing their resources.	233	54.5	24.5	21.0
5. The educational system of West Virginia should be changed in order that several counties may combine their resources in order to provide for the establishment of a community college or post-high school program.	232	57.3	27.2	15.5
6. The offerings in our vocational education classes are not broad enough to prepare our young people to enter the world of work.	230	64.8	23.5	11.7
7. Some schools should be developed into community centers to provide educational and cultural needs for the adults of the community.	231	70.1	16.5	13.4
8. A factor which holds back the progress of education is that the general public does not receive enough information about what the schools are trying to do.	232	81.0	10.8	8.2

TABLE LIII (cont.)
HAMPSHIRE COUNTY

Statement	N	Percentage of Responses Agree	Undecided	Disagre
9. Counties should be permitted to combine their resources in order to provide a better education for the children.	229	63.3	23.6	13.1
10. The federal government should contribute more money to education.	231	69.7	15.2	15.1
11. The state government should contribute more money to education.	232	80.6	15.9	3.5
12. The county government should contribute more money to education.	231	64.1	23.8	11.7
13. A high school should have a graduating class of at least 100 in order to provide a high quality educational program.	228	34.2	22.8	43.0
14. The most important factor in the success of a school system is not the land area it covers but the quality of education the children receive in the school.	233	93.6	3.9	2.6

TABLE LIV

SUMMARY OF PUBLIC OPINIONS IN RELATION TO THE FOURTEEN FACTORS GIVEN IN SECTION C OF THE QUESTIONNAIRE: HARDY COUNTY

Statement	N	Percentage of Responses Agree	Undecided	Disagree
1. Education is the best investment we can make with our taxes to guarantee the future of our country.	188	91.5	4.3	4.3
2. School funds could be spent more wisely if several counties shared the expenses in such areas as: medical services, remedial reading programs, special education, curriculum specialists, etc.	185	61.7	25.9	12.4
3. School funds could be spent more wisely if several counties shared the expenses in providing new buildings and equipment for the schools.	182	47.8	27.5	24.7
4. School management and planning could be more wisely accomplished if several counties cooperated by sharing their resources.	182	50.6	25.3	24.1
5. The educational system of West Virginia should be changed in order that several counties may combine their resources in order to provide for the establishment of a community college or post-high school program.	182	61.5	23.1	15.3
6. The offerings in our vocational education classes are not broad enough to prepare our young people to enter the world of work.	185	80.5	10.8	8.6
7. Some schools should be developed into community centers to provide educational and cultural needs for the adults of the community.	183	65.0	26.8	8.2
8. A factor which holds back the progress of education is that the general public does not receive enough information about what the schools are trying to do.	185	78.9	12.4	8.6

TABLE LIV (cont.)
HARDY COUNTY

Statement	N	Percentage of Responses Agree	Undecided	Disagree
9. Counties should be permitted to combine their resources in order to provide a better education for the children.	145	62.3	20.8	16.9
10. The federal government should contribute more money to education.	184	75.0	17.9	7.1
11. The state government should contribute more money to education.	184	83.7	13.0	3.2
12. The county government should contribute more money to education.	180	71.7	19.4	8.9
13. A high school should have a graduating class of at least 100 in order to provide a high quality educational program.	187	30.5	21.4	48.1
14. The most important factor in the success of a school system is not the land area it covers but the quality of education the children receive in the school.	189	95.8	2.1	2.1

TABLE LV

SUMMARY OF PUBLIC OPINIONS IN RELATION TO THE FOURTEEN FACTORS GIVEN IN SECTION C OF THE QUESTIONNAIRE: JEFFERSON COUNTY

	Statement	N	Percentage of Responses Agree	Undecided	Disagree
1.	Education is the best investment we can make with our taxes to guarantee the future of our country.	294	92.9	2.0	5.1
2.	School funds could be spent more wisely if several counties shared the expenses in such areas as: medical services, remedial reading programs, special education, curriculum specialists, etc.	289	63.7	19.4	16.9
3.	School funds could be spent more wisely if several counties shared the expenses in providing new buildings and equipment for the schools.	291	46.0	22.7	31.3
4.	School management and planning could be more wisely accomplished if several counties cooperated by sharing their resources.	288	52.4	27.1	20.5
5.	The educational system of West Virginia should be changed in order that several counties may combine their resources in order to provide for the establishment of a community college or post-high school program.	289	56.8	26.0	17.3
6.	The offerings in our vocational education classes are not broad enough to prepare our young people to enter the world of work.	289	73.7	18.7	7.6
7.	Some schools should be developed into community centers to provide educational and cultural needs for the adults of the community.	289	75.1	16.3	8.7
8.	A factor which holds back the progress of education is that the general public does not receive enough information about what the schools are trying to do.	289	77.5	12.1	10.4

TABLE LV (cont.)
JEFFERSON COUNTY

Statement	N	Percentage of Responses Agree	Undecided	Disagree
9. Counties should be permitted to combine their resources in order to provide a better education for the children.	283	59.7	22.6	17.6
10. The federal government should contribute more money to education.	289	70.2	15.6	14.2
11. The state government should contribute more money to education.	292	82.9	12.0	5.1
12. The county government should contribute more money to education.	289	71.6	18.7	9.7
13. A high school should have a graduating class of at least 100 in order to provide a high quality educational program.	288	34.7	22.6	42.7
14. The most important factor in the success of a school system is not the land area it covers but the quality of education the children receive in the school.	291	92.8	3.8	3.5

TABLE LVI

SUMMARY OF PUBLIC OPINIONS IN RELATION TO THE FOURTEEN FACTORS GIVEN IN SECTION C OF THE QUESTIONNAIRE: MINERAL COUNTY

	Statement	N	Percentage of Responses Agree	Undecided	Disagree
1.	Education is the best investment we can make with our taxes to guarantee the future of our country.	246	95.1	1.6	3.2
2.	School funds could be spent more wisely if several counties shared the expenses in such areas as: medical services, remedial reading programs, special education, curriculum specialists, etc.	244	63.5	22.5	13.9
3.	School funds could be spent more wisely if several counties shared the expenses in providing new buildings and equipment for the schools.	240	52.5	20.0	27.5
4.	School management and planning could be more wisely accomplished if several counties cooperated by sharing their resources.	241	57.7	23.7	18.7
5.	The educational system of West Virginia should be changed in order that several counties may combine their resources in order to provide for the establishment of a community college or post-high school program.	242	48.3	31.8	19.9
6.	The offerings in our vocational education classes are not broad enough to prepare our young people to enter the world of work.	241	48.6	24.1	27.4
7.	Some schools should be developed into community centers to provide educational and cultural needs for the adults of the community.	241	70.5	15.8	13.7
8.	A factor which holds back the progress of education is that the general public does not receive enough information about what the schools are trying to do.	242	81.4	9.5	9.1

TABLE LVI (cont.)
MINERAL COUNTY

Statement	N	Percentage of Responses Agree	Undecided	Disagree
9. Counties should be permitted to combine their resources in order to provide a better education for the children.	240	59.6	20.4	20.0
10. The federal government should contribute more money to education.	244	71.3	20.1	8.6
11. The state government should contribute more money to education.	242	88.8	8.3	2.9
12. The county government should contribute more money to education.	240	72.1	19.6	8.3
13. A high school should have a graduating class of at least 100 in order to provide a high quality educational program.	242	39.3	22.7	38.0
14. The most important factor in the success of a school system is <u>not</u> the land area it covers but the quality of education the children receive in the school.	245	92.2	4.1	3.6

TABLE LVII

SUMMARY OF PUBLIC OPINIONS IN RELATION TO THE FOURTEEN FACTORS GIVEN IN SECTION C OF THE QUESTIONNAIRE: MORGAN COUNTY

Statement	N	Percentage of Responses Agree	Undecided	Disagree
1. Education is the best investment we can make with our taxes to guarantee the future of our country.	133	95.5	1.5	3.0
2. School funds could be spent more wisely if several counties shared the expenses in such areas as: medical services, remedial reading programs, special education, curriculum specialists, etc.	133	57.9	25.6	16.6
3. School funds could be spent more wisely if several counties shared the expenses in providing new buildings and equipment for the schools.	132	41.7	21.2	37.1
4. School management and planning could be more wisely accomplished if several counties cooperated by sharing their resources.	133	45.9	28.6	25.6
5. The educational system of West Virginia should be changed in order that several counties may combine their resources in order to provide for the establishment of a community college or post-high school program.	131	57.3	26.0	16.8
6. The offerings in our vocational education classes are not broad enough to prepare our young people to enter the world of work.	128	66.4	21.9	11.7
7. Some schools should be developed into community centers to provide educational and cultural needs for the adults of the community.	131	61.0	21.4	17.5
8. A factor which holds back the progress of education is that the general public does not receive enough information about what the schools are trying to do.	131	80.2	9.2	10.7

TABLE LVII (cont.)
MORGAN COUNTY

Statement	N	Percentage of Responses Agree	Undecided	Disagree
9. Counties should be permitted to combine their resources in order to provide a better education for the children.	127	52.8	24.4	22.9
10. The federal government should contribute more money to education.	129	73.7	8.5	17.9
11. The state government should contribute more money to education.	129	84.5	11.6	3.9
12. The county government should contribute more money to education.	129	72.9	20.2	7.0
13. A high school should have a graduating class of at least 100 in order to provide a high quality educational program.	129	24.8	21.7	53.5
14. The most important factor in the success of a school system is not the land area it covers but the quality of education the children receive in the school.	132	96.9	1.5	1.6

TABLE LVIII

SUMMARY OF PUBLIC OPINIONS IN RELATION TO THE FOURTEEN FACTORS GIVEN IN SECTION C OF THE QUESTIONNAIRE: PENDLETON COUNTY

Statement	N	Percentage of Responses Agree	Undecided	Disagree
1. Education is the best investment we can make with our taxes to guarantee the future of our country.	124	92.8	4.8	2.4
2. School funds could be spent more wisely if several counties shared the expenses in such areas as: medical services, remedial reading programs, special education, curriculum specialists, etc.	122	56.6	27.9	14.5
3. School funds could be spent more wisely if several counties shared the expenses in providing new buildings and equipment for the schools.	122	39.4	25.4	35.2
4. School management and planning could be more wisely accomplished if several counties cooperated by sharing their resources.	120	35.8	30.0	34.1
5. The educational system of West Virginia should be changed in order that several counties may combine their resources in order to provide for the establishment of a community college or post-high school program.	120	53.3	27.5	19.2
6. The offerings in our vocational education classes are not broad enough to prepare our young people to enter the world of work.	116	78.4	12.9	8.6
7. Some schools should be developed into community centers to provide educational and cultural needs for the adults of the community.	121	49.1	23.8	26.3
8. A factor which holds back the progress of education is that the general public does not receive enough information about what the schools are trying to do.	121	77.7	12.4	10.0

TABLE LVII (cont.)
Pendleton County

Statement	N	Percentage of Responses Agree	Undecided	Disagree
9. Counties should be permitted to combine their resources in order to provide a better education for the children.	119	43.7	34.4	21.8
10. The federal government should contribute more money to education.	121	74.4	17.4	8.2
11. The state government should contribute more money to education.	121	84.3	13.2	2.5
12. The county government should contribute more money to education.	120	62.5	29.2	8.4
13. A high school should have a graduating class of at least 100 in order to provide a high quality educational program.	123	23.6	17.9	57.5
14. The most important factor in the success of a school system is not the land area it covers but the quality of education the children receive in the school.	122	92.7	2.5	5.0